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ABSTRACT

The purpose of this guide, developed by a committee of Logan County Elementary reading teachers, is to provide reference materials for the classroom teacher concerning reading lessons in several areas. Contents include sections on kindergarten, listening, phonics, vocabulary, oral reading, comprehension, following written directions, rate of reading, evaluation of child's progress, study skills, speaking, creative writing, reading difficulties, motivation, reading for enjoyment and independence, expanding interests and tastes, and instructional materials. (JM)

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TEACHING GUIDE
FOR
READING
K-6

FRUITFUL IDEAS

Materials Developed
by a Committee of
Teachers in Logan County
Zela Arnett, Coordinator

This Program was financed by
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1974

FOREWORD

This guide was developed by a committee of Logan County Elementary Reading Teachers. The material deals with helps in reading instruction for the classroom teacher. The purpose of this tool is to provide a quick reference for the classroom teacher when presenting a lesson in reading in one of the areas mentioned in the guide.

The idea for this guide grew out of questions raised during interviews with superintendents, elementary principals and classroom teachers of Logan County. They expressed a desire to learn of successful ideas and activities utilized by other county teachers to help students achieve certain skills.

The selection of pertinent and significant contributions was a complex task. A major concern was to select contributions which provide a source when needed immediately by experienced and inexperienced teachers alike. It was intended for the book to be practical in its brevity. Therefore, only what seemed useful and essential was included.

The State Department of Education gratefully acknowledges the contributions of all Logan County superintendents, elementary principals, classroom teachers and State Committee Members of the Oklahoma Curriculum Improvement Commission.

It is hoped this guide will be of valuable assistance to the teachers and administrators of the State in finding solutions to some of these problems.

Leslie Fisher
State Superintendent
of Public Instruction

ACKNOWLEDGMENT

Frequently the teacher brings into a teaching situation not merely knowledge of the subject matter or method of instruction, but many creative ideas as well. These ideas cannot be utilized by other teachers unless they are incorporated in a bulletin of this type. It is our desire that this tool will provide new creative ideas for experienced teachers as well as the inexperienced. We hope that all who use this booklet, will add suggestions from time to time and thereby make it a continuous up-to-date bulletin.

In the undertaking of a project of this kind, the efforts of many individuals, giving generously of their time and talents, have contributed to the final booklet. It is not the product of any one individual, but is the combined effort of all Logan County elementary teachers of reading. We are indebted to the superintendents of the Logan County schools and their staff for the splendid cooperation in this project.

We are especially indebted to Dr. Clifford Wright, State Curriculum Administrator, who has contributed thoroughly at every stage of the project. We greatly appreciate the talent and time applied to this project by Mrs. Judy Phillips, our secretary, who typed and compiled this booklet.

The teachers selected for this committee, as well as those who participated in the program, have spent many hours working on this project. Their willingness to cooperate in this project was fundamental to its realization.

It is impossible to give individual credit to the many fine teachers whose suggestions are incorporated in every page of this booklet. The committee wishes to take this means of thanking all teachers who contributed.

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Grateful appreciation is also acknowledged to Mrs. Zela Arnett for her leadership in preparing this guide.

We are especially appreciative to the secretary of the Curriculum Section, Mrs. Wilma Mitchell for her untiring efforts in preparing the material for publication.

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KINDERGARTEN

Philosophy

Knowledge is necessary for everyday living in today's society. The ability to interpret written symbols from the printed page and to use this interpretation to perform is man's greatest achievement of the ages.

An effective instructional program is based upon a recognition of the background and capabilities of each individual. The formal instructional program should begin only after the child has been prepared through a readiness program. A variety of materials and techniques should be used in a flexible manner to ensure the maximum degree of success for each pupil. The enthusiasm of the teacher will be transmitted to the pupils, just as a lack of enthusiasm will be reflected in the negative attitudes toward learning acquired in the early stages of the pupil's education.

Objectives

The basic goal is to provide a developmental program of instruction that is flexible enough to make it possible for each individual to become as competent as his capabilities and the instructional time will allow.

Objectives in Language Arts:

1. Promotion of independence of the student in the reading act
2. Promote physical growth, emotional stability, mental maturity, visual and auditory discrimination
    - A. Physical growth
        1. precise motor control for accurate eye fixations in reading or working
        2. accurate eye-hand coordination for activities of tracing with finger, pencil or crayon
        3. general motor control for holding books and turning pages properly
        4. proficiency in the use of scissors, crayons, and pencils
    - B. Emotional stability
        1. wholesome attitude toward school and learning
        2. positive self-concept
        3. feeling of adequacy because of successful accomplishments, praise and commendation
    - C. Mental Maturity
        1. interprets what he sees, hears and experiences
        2. arouse interest by providing informal and incidental contact
        3. develop understanding through vocabulary building
        4. develop inquisitiveness, ability to reason and predict outcome
    - D. Visual discrimination
        1. ability to distinguish colors, patterns, shapes, size, external and internal details, following lines from left to right.

Suggested activities for developing visual discrimination: experience charts, bulletin board displays, individual and group projects, booklets, labeling of articles in classroom, picture books, games in which left-to-right progression is required, matching activities and puzzles to develop observational habits, exercises (physically) which require development of eye muscles

E. Auditory discrimination
   1. provide background and direct experiences which encourage hearing and interpreting what is heard
   2. auditory discrimination of loudness and softness of sounds, indentifying sounds, and alertness to hearing what happens around child.
   3. listening to follow directions
   4. Develop knowledge of recognition of letters, their sounds, and use sight and sound to compose words.
      A. Recognize all letters of the alphabet, upper and lower case
      B. Learn consonant and vowel letter sounds
      C. Learn what a beginning sound is
      D. Build oral vocabulary beginning with essential words and developing to a working vocabulary that initiate better communication

(For suggestion of activities refer to Practical Ideas and Activities for Pre-School Enrichment Program.)

Materials
- Getting a Head Start *
- Listening and Learning
- Listen and Do
- Teacher Made Materials
- Flannel Board Materials
- Puzzles
- Story Books
- Getting Ready to Read **

* First Semester
** Second Semester

Objectives of Mathematics:
1. Prepare pupils to understand concepts and topics of modern mathematics
2. Develop mathematics vocabulary appropriate for readiness for learning math concepts
3. Work with physical objects to form the basis for developing concepts and understandings associated with math
4. Provide experiences to develop in pupils clear concepts of simple units of measure, the ability to use number intelligently in their activities, and an appreciation of some of the ways in which numbers function in the affairs of life.

Suggested activities in a readiness program:

1. Informal discussion of experiences of uses and applications of number
2. Study of pictures that involve number
3. Encourgement of pupils to question meaning of quantitative experience
4. Oral reading and storytelling by teacher to make number concepts clear
5. Presentation of homemade or local materials by pupils or teachers to show uses of number
6. Planning an opportunity for use of quantitative directions, explanations, and descriptions
7. Songs, poems and puzzles using number
8. Use of games in classroom and on playground using numbers
9. Arranging, grouping, comparing and counting objects
10. Showing use of numbers in all areas of curriculum and everyday living
11. Simple vocabulary development using synonyms, opposites, similarities and differences in numbers, quanity, size, sets, etc.
12. Matching numbers, designs, and groups
13. Grouping symbols with objects
14. Tracing, writing, typing numbers
15. Keeping record of time, weather, temperature, etc.
16. Reporting amounts of materials used, needed for activities
17. Measuring things in various ways
18. Using numbers to locate things; for example; pages in book, room numbers, hooks in cloakroom, homes of pupils, telephone numbers
19. Arranging activities in natural order of occurance
20. Noticing numbers in reading work, everyday living and listing uses.

Objectives of Social Growth and Development:

1. Obtain skills in group processes
2. Develop skills of making decisions and solving social problems
3. Learn to share: toys, information, equipment, and time
4. Learn the importance of his role in schoo, at home and in community

Suggested Problems and Activities:

1. How are families alike and different?
2. In what ways do fathers and mothers earn a living?
3. How do we travel from place to place?
4. How do families play together on vacations, holidays, birthdays, etc.?
5. In what ways does the home and school depend on the services of community workers?
6. How can we be considerate and courteous at home, at school, other places?
7. Discuss favorable conditions for making friends.
8. Develop self respect and personal worth and dignity.

9. Develop an understanding and appreciation of cultural heritage.
10. Develop leadership, to think for oneself, to work in groups and individually.
11. Develop good attitudes, appreciations and interest in things about them.

(Refer to Practical Ideas and Activities for Pre-school Enrichment Programs for details)

Objectives of Art:

1. Help children become aware of colors
2. Teach children to note texture and thickness of materials
3. Encourage construction of things with clocks, simple tools, paper, crayons, paste, scissors, paints, etc.
4. Help pupils to study pictures to tell what is happening in pictures--allow students to bring their own.

Objectives of Music:

1. Help children to learn to sing and keep rhythm to simple childrens songs
2. Develop an appreciation of music through interpreting rhythm through clapping, marching, dancing, tapping, etc.
3. Develop their interest and ability to listen to music--to listen for words and instruments, etc.

(Many suggested activities may be found in the Practical Ideas booklet)

READING READINESS

September Activities

1. Make a set of over-sized flashcards, each with the name of a child in the class.
   a. Have children look for similarities in the names. (Names that are the same, the same color, same letters, etc.)
   b. Tape a Name Card that stands up on each desk. The child's name is written on both sides of the card. The child can see his name, and so can the teacher. The place card can be in the shape of a toy, animal, etc.
   c. During the first week of school, put a little red school house cut-out on the bulletin board. Cut paper dolls, one for each child, and put them around the schoolhouse like they are coming to school. Print the children's names on a paper doll, and on Thursday of the first week, if they can recognize their own name, allow each child to take his own paper doll home. On Friday, the rest of the children can take theirs home to "study" them.
   d. Use name cards for roll call. Hold up one name card at a time. A child answers, "I am here" when he sees his own name. This is a simple way to begin language development. The first school day of a new month, answer roll call with "Hello ___________(name of the new month." On the last school day of the month, answer roll call with, "Good-by _____________(name of month)."

2. Have a rhyming game where the children invent rhymes for their own names. If there is no easy rhyme, let them invent a word. Discuss whether it is a real word or not.

3. Send pictures home with children to discuss with parents.

4. Demonstrate the proper way to handle a book. Have children imitate you as you pick up a book and turn the pages.

5. Distribute 5 pairs of cut-outs of geometric shapes.
   a. Have the children put the pairs together and then paste in an arrangement of five pairs on a sheet of paper. This exercise will introduce them to geometric shapes and provide practice in visual perception.
   b. Make a chart of various geometric shapes. Color the shapes and print the name of the color below each shape. As the children point from left to right they will say, "Red circle, green triangle, blue square", etc. In a short time, they will be able to recognize the printed word by itself. This will also help them do things from left to right.
   c. To learn about "sets" of objects, put a masking tape circle on the floor. Each child sits in their large circle, around the small circle, and each child is given a block (or cardboard or felt) shape (circle, triangle, or square) which is either red or blue or yellow or green, and which is either a small shape or a large one. Make a "set" of triangles, or a set of reds, or a set of small shapes, etc. by bringing the right ones to the small circle.

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September Activities (cont.)

6. Have children draw something big; something little.

7. To learn to recognize a color, pupils talk about articles of that color seen in the room.
   a. Ask children to find pictures that are mostly that color, from magazines.
   b. Have pupils draw large balls and color them with the crayon learned that day.
   c.. Red--Have children bring red toys for Show and Tell and discuss them; have pieces of red candy to go with milk break. Have coloring activity to go with subject.
   d. Blue--Ask children to try to wear something blue the following day for Show and Tell. Have a painting exercise or chalk art using blue.
   e. Each child has an inexpensive scrapbook. Each time a color is studied, enter a page with these colors. They may be cut from magazines, catalogs, or old color books. Label the color with magic marker at the top of each page. (The cutting activity is also good for motor-control).

October Activities

1. Introduce the letter "p" in the fall (for pumpkin, peanut, popcorn, Pilgrim). Bring pictures or toys that start with "p" for Show and Tell.

2. Make 2 pumpkins match. See likenesses and differences.

November Activities

1. Work from left to right.
   a. Tie a piece of Red yarn around each child's Right wrist. Explain and show the children that Red begins with R and Right begins with R.
   b. Later, left may be introduced in this way: Tie a piece of Light blue yarn around the Left wrist. Explain and show the children that Left begins with "L" and that Light blue begins with "L".

December Activities

1. Introduce the letter S in December. (Santa, sleigh, snow, star, stocking, etc.)

2. Play a memory and concentration game. Make large flashcards, each with pictures of four or five toys children might like to have for Christmas. Hold a card up a short time. Then ask questions like: "What color was the doll's dress?" "How many toy soldiers were there?"

January Activities

1. Make mittens to match. Be sure they have one for left and one for right hands. Color them to match.

2. Make sequence snowman. Cut and paste on a long strip to tell the story. (Pictures of snowman partially melted; as he was when first made; melted slightly; and completely melted.) Children cut pictures apart and put in proper order.

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March Activities

1. Invent windy day stories. Teacher supplies beginning sentences. For example: "One day, I went downtown and bought a new hat. It was so pretty that I decided to wear it home. But, as I walked out of the shop, a gust of wind . . . ." See how many variations for an ending the children can come up with.

April Activities

1. Give each child an envelope containing a set of letters that make up the word "April" (or any month). Ask the children to try to arrange the letters in proper order to spell the name of the month. They can look at the calendar in the room. Remind them to work from left to right. Let those who finish first help the slower children. When all have finished, have them scramble the letters and do it again.

Listening Activities

1. One child pretends to be an Indian sending a drum message to his tribe. He beats out a message. Members of the tribe try to repeat the rhythm using hand claps. First child to get the message right becomes the next message sender.

2. Listen to sounds outside. Keep listening until they hear a sound they can identify. Have them draw pictures of what it was that made the sound.

3. Ask everyone wearing green socks to stand up; those with stripes to turn around; those with blue to raise an arm, etc.

4. Developing Auditory Memory - Prepare flannel board cut-outs such as circles, squares, stars, triangles, trees, elephants, etc. of various colors. First, say, "Show me a circle and a star". Later, say "Show me a circle, a star, and a tree." The child must put the objects on the flannel board in the proper sequence. When the children can easily remember three or four objects, you may want to add colors to make it more difficult. For example: "Find a red star, a blue tree, and a yellow star".

5. Auditory Sequence - Put on tape, common sounds children will know such as bell ringing, blowing a whistle, a clap, etc. Have child recall sound and place in order.

6. Beginning Sounds - Give consonant sounds descriptive names such as "S" is the Sammy Snake sound. "F" is the Mad Kitty sound. "T" is the Ticking Clock sound. Then have the children think of other words that begin with a particular sound.

Visual Discrimination

1. Let children divide into groups of three. Each group decides what two will do just alike; one will be different. For example: Two children put right hands on waist, one child puts both hands down by his side. Use terms alike and different in discussing each group.

Vocabulary Growth.

1. Talk about pictures. Name the many things that are in a picture. Talk about how they are used, who might use them, etc.

2. Encourage children to use names for things they are talking about rather than using one name for many things, such as, "deal", "thing", etc. Encourage the child to talk and express himself in many situations.

3. Involve the child in acting out stories. Describe how something feels, tastes, smells, looks, sounds, etc.

4. Read a story to the children. Stop often and ask what a particular word means. For example: "The wolf snarled". Ask what it means to snarl. Ask them to show what the wolf sounded like and what he looked like.

5. Have children classify objects: fruits, vegetables, clothes, furniture. Pictures can be cut from magazines and pasted into scrapbooks.

6. Children tell creative stories from pictures.

7. Excursions, followed by making experience charts or a classroom "book". Children dictate the story; the teacher writes it.

Language Arts Goals

1. Thinking for himself
2. Speaking clearly in well-formed sentences.
3. Using increaded vocabulary
4. Relating experiences sequentially and intelligently.
5. Expressing himself through dramatic "play".
6. Listening with attention and participation.
7. Practicing left to rightness.
8. Seeing, hearing, and feeling pictured sounds.

Language Arts Activities

1. Fingerplays.
2. Listening to stories.
3. Sharing and learning nursery rhymes.
4. Using games and puzzles.
5. Distinguishing likenesses and differences, including verbalization of differences in size, shape, color, position, etc.
6. Picture study to develop concepts, find the main idea, predict outcomes, make inferences, note details, establish sequence.

READING READINESS EVALUATION (K-1)

A child is ready to read when he (or she) can:

___ recognize: name, likenesses, differences, geometric shapes, alphabet, rhyming words, colors, patterns, designs.

___ follow instructions involving left-right.

___ retell in his own words, short familiar story in proper sequence; act out short stories that have sequence patterns.

___ display sense awareness such as:

feel of objects - describe
smell of objects - describe
hear different sounds - describe

___ perform average, or above average on eye-hand coordination tasks.

___ think for himself.

___ speak clearly in well formed sentences.

___ relate experiences sequentially and intelligently.

___ express himself through dramatic "play".

___ listen with attention and participation.

___ use increased vocabulary.

___ see, hear, and feel pictured sounds.

Learning to Listen

Listening with a definite purpose in mind is usually more effective in achieving concentration than is an unguided listening activity.

1. Discuss the statement: "Listen to others as you would have them listen to you. Have children practice listening by not being able to talk when someone else is talking.

2. Have room environment appropriate for listening activity: Nothing on desks; Getting comfortable; Looking at the speaker; Keeping extraneous objects out of hands; Making hands and feet "listen".

3. Play a recorded story or read a story for the children. After they have listened to it once, tell them a specific thing to listen for. Then play or read the story a second time. Children might listen for all the words that make them think of colors, or all the words that make them think of motion, etc.

A follow-up activity to a sound session might be listening to a piece of music. Then ask them what they hear and how the music makes them feel.

4. As you tell or read a story, have children draw a picture of what is happening.

5. Give directions to a paper only once, do not repeat. Divide a piece of art paper into four boxes. Say, "I will tell you what must go in each box, but listen carefully because I can only repeat each box one time." First, maybe a red flower, or two pretty girls, or a black puppy. Teacher may ask a pupil to repeat directions instead of repeating them herself.

6. Here is a game that requires children to follow specific oral directions and sharpens listening ability: Say, "LISTEN", and then give directions before calling an individual pupil's name. Directions might be: Walk to the back of the room; jump up three times; touch the pencil sharpener; make a mark on the chalkboard. Say, "THINK". All children then try to remember the directions. Last, call one child's name, "Stephen, ACT". The class watches and decides if the person is able to follow the directions exactly. This game can be played with teams. The number of items and the difficulty of the directions should be adjusted to the ability level of the group.

7. Each player is given a sentence telling something to do. He reads the sentence aloud and the others do what the sentence says. For example: With your fingertips, touch your toes. Cover your right ear with your left hand. Blow like the March wind. Jump like the Easter Bunny.

Learning to Listen

8. Discuss appropriate responses in listening: Clapping, laughing at appropriate time, asking questions, commenting, etc.

9. Discuss values of careful listening: Getting information needed to become a member of a group or to attempt a task; Contributing to a group situation.

10. Learning when to listen and when to speak: Dramatize what happened "when I did not listen". Show a completed work page to evaluate the effectiveness of results. Discuss the importance of listening for and observing traffic signals, bells, etc.

11. Establish the purpose for listening: Following directions, obtaining information, dramatizing, enjoying a story, etc.

Listening to Understand Vocabulary

1. Play guessing games in order to identify familiar objects by their correct names.

2. List and pronounce interesting picture words from Time for Poetry, recordings, and other sources.

3. Tell new things learned from listening to a story about the Pilgrims, and other stories.

4. Describe the story behind the words of a song or poem.

5. List and discuss new words to be found in a lesson in science, social studies, arithmetic, etc.

6. Participate in "show and tell" time.

Listening-Speaking Experiences

1. "Show and Tell" is an excellent way of sharing information.

2. Listen to What I Found! See that each player has a magazine. He looks for a short item--joke, verse, quotation--which appeals to him. When everyone has found one, pupils take turns sharing by reading aloud. This can be done in small or large groups. You may want to see what a child has chosen before he reads it aloud.

3. Giving and following explanations and directions.

4. Participating in conversations, including telephone conversations.

5. Making announcements, reports, and introductions.

6. Hearing and discussing stories, poetry, and dramatizations.

7. Reading orally and telling stories.

8. Reciting poetry, rhymes, and jingles individually and collectively.

9. Participating in choral speaking, finger plays, and dramatizations.

Listening for Concentration and Recall

This game can promote good listening habits, while providing a change from a vigorous activity to a quiet one. The entire class or a small group can be involved.

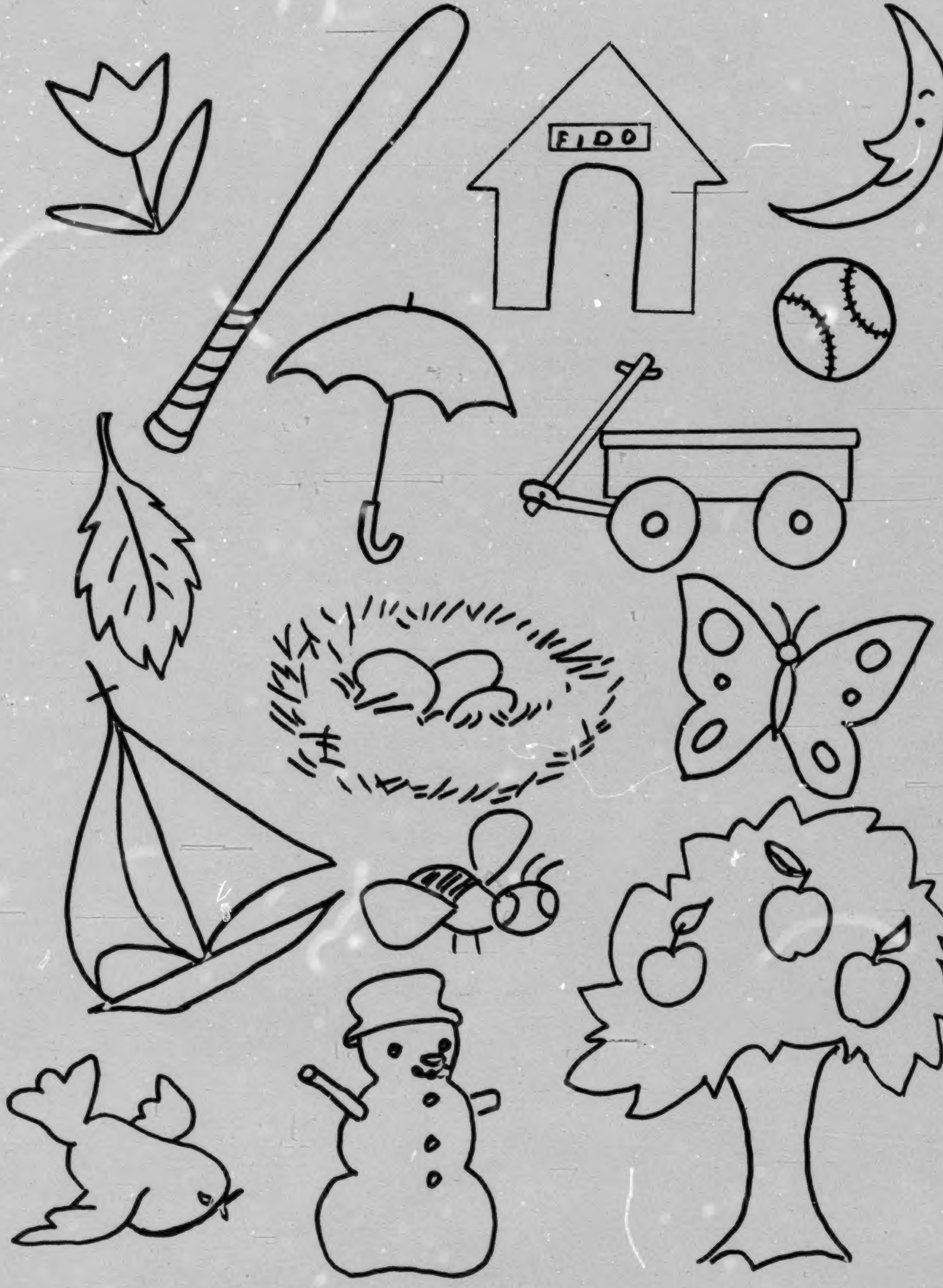
One child "It" is given a series of directions by the teacher. These may or may not be related, and may vary from two to four, depending on the child's maturity. (To vary the game, the teacher might select "It" after she has finished the directions.) For example: "Please bring me a book from the shelf. Then, please give Mary a crayon. Last, please draw a circle on your paper."

Other pupils watch as "It" completes his assignments. When he has finished, he asks, "What do you have to say?" Children in turn comment about the sequence in which the directions were followed. Where necessary, the teacher guides the evaluation, emphasizing positive reaction. "It" then chooses someone in his place.

This is used to develop concentration and listening power. When the teacher desires a child "to take his seat" or to perform a "special duty", she calls the child's initials, name of street where child lives, birthday month, colors worn, and so forth. Children enjoy playing this concentration game.

This idea works well with primary children as an aid in memory development. From colorful gift-wrap paper, cut 6 or 8 squares about 12 to 15 inches square. Staple the top edge of each to a bulletin board entitled, 'Try to Remember'. Beneath each square, staple 4 simple objects. The teacher lifts a square for all to see. In turn, children try to remember what was beneath that square.

MEMORY GAME



Study this page for two minutes. Then turn the page over and see how many objects you can remember. Draw as many as you can remember. Do not peek!

Listening to Recall Sequence

1. Read a short story to students, then ask them to recall the events in time sequence.

Example: A. Zip went on a picnic.
First, Zip ate a peanut butter sandwich.
Then, Zip ate an apple.

What did Zip eat first?
Then what did Zip eat?

B. David went to the store. He bought some apples and bananas. He took them home in his wagon. After David came home, he ate a cookie and a banana.

What did David buy? (apples and bananas).
What did he carry them home in? (wagon).
What two things did David eat? (cookie and banana).

C. A truck was taking a big brown bear to a circus. One night the truck stopped at the side of the road. The bear pushed open the door of his cage and scampered away. First he hid in some bushes. Next he hid behind a house.

The truck driver looked all over for the bear. Finally the truck driver found the bear. He was asleep in his cage. The truck driver quickly locked the cage. He did not want to play hide-and-seek with the bear again!

Where did the bear try to hide first? (in some bushes).
Where did the truck driver find the bear? (in his cage).
How did the truck driver keep the bear from running away again? (locked the cage).

2. Recalling ideas gained through experience, observation, or oral reading and telling of a similar experience.

Listening to Recall Sequence

The Suitcase Game

One child starts it off by saying, "I'm going on a trip, and in my suitcase I'll pack a (he names something that begins with "A"). The next child repeats the statement, renames the "A" item and adds one beginning with "B". And so it goes, around the room, until they've packed everything from A to Z. Never mind if baseballs and toads displace blouses and toothbrushes in your class' carrying case. The game still provides valuable practice in paying attention and in sequential remembering.

Run a continued story on tape, either pairing your children or letting them work individually. The first child or pair has up to three minutes to begin the story (use an egg timer). Each subsequent pair listens to what already has been put on the tape and adds another three minutes. When finished, it will be great sport for the class to listen to the entire version.

Tell an exciting story with plenty of action--for example, a watermelon truck plummeting down a hill into town because the breaks fail. It is tearing along at 90 miles an hour with the driver pressing on the horn. Stop at a high point of interest. Individual children or pairs pantomime what they think happened, but they may not speak. Success is measured by how well the class figures out the action portrayed.

Listen and Think--Attractive pictures backed with blotter paper are placed on the flannel board. Then ask pertinent questions, such as, "Who would say, 'I need some nails"? As child selects a picture (such as one of a boy with a hammer) to answer the question, and says, "I need some nails," as he holds it up.

Types of questions may vary as, "Who has a tool?" or "Who will eat the fruit?" Answers may include more than one sentence.

LISTENING

Listening to Follow Directions

1. Have each child read a game book and select a game which can be played by the entire group. Either indoor or outdoor games may be chosen. Each one must understand his game thoroughly, and be able to present it clearly and concisely; all others must listen carefully and cooperate. The shy children get a chance to become leaders, talent for leadership is discovered, and manv fine games are added to the list of games for parties or rainy days.

2. Let's Play "Can You Listen?" The teacher may suit her voice to the action below by inflection or may make up a tune. The children respond to the teacher's suggestions. It is usually best to end with the children sitting and a quiet action.

"Stand up, sit down, clap your hands, touch your nose, now your toes, stand up, round and round I'm turning, round and round and round we go, then sit down, close your eyes, open them wide, now fold your hands." This is a good attention getter and also works off excess energy. Such action is good used between two quiet activities.

3. Here is a quick and effective relaxer; sing to the tune of "Row, Row, Row Your Boat".

Clap, clap, clap your hands,
Shake them in the breeze;
Stamp your feet and turn around,
Now sit down if you please!

4. Have children listen to find answers to definite questions on the unit topic by listening to talks by community helpers, such as the policeman, firemen, or nurse.

5. Discuss how listening helps meet immediate needs: Where to hand up wraps, knowing where to sit, finding the cafeteria, finding the answer to a definite question, etc.

6. Set up a chart to check after viewing a film on a unit: Did we find the answers to our questions? Did we listen quietly? Did we like the film? Were we polite?

7. Have children carry out directions or express their own ideas with paper, paints, clay, wood, etc.

8. Make up guessing riddles, such as "Who Am I?"

LISTENING

Use of the Tape Recorder in the Classroom

Individual cards or dittos can be used with a story and presented by the teacher to designated work groups by the means of a tape recorder.

For beginners, it seems wise not to expect them to "listen" for more than 5 or 6 minutes.

As your groups learn to listen and operate the tape recorder themselves, their ability to listen or their attention span, will increase.

Stories from their reading lesson may also be presented by the teacher on tape, which may help the continuity and comprehension of the slower reader. It also offers opportunity for re-inforcement of word vocabulary and recognition of new words. This is done commercially through the "Listen and Read" records and books.

Another use of the recorder may be simply for directions and help for workbook pages. In the McMillan series, the self-help sentences may be read by the teacher with special attention drawn to the new words and word attack skills. Directions for the pages can then be presented. The previous day's work can also be checked by the students. Ask them to use a certain color crayon for corrections when listening and following as the teacher gives the proper responses.

LISTENING

Auditory Discrimination

Have children close their eyes and sit very quietly for a short time. See how many different sounds they can name. List sounds on the chalkboard. Do this 2 or 3 times to see how many new sounds can be added to the list. Discuss which sounds are pleasant, unpleasant, important, etc. and why.

Primary children enjoy using the tape recorder for auditory discrimination exercises. Two or three children are chosen to leave the room. An equal number are then selected to individually record a short message. When the children return to the classroom, the tape is played. Each child tries to guess the identity of the speaker. Besides developing auditory skills, the children practice good posture and clear speech while using the microphone.

Earphones are a splendid supplement to a library center, and enable a child to tune in a teacher-taped story or a record while following the pictures or text in a book without interrupting others.

Similar Vowels Game

Prepare a set of about forty cards. Each card should contain only one vowel sound. However, include words with many different sounds such as, sit, cake, bag, see, etc. Deal four cards to each player and put the rest of the cards in a pile in the middle. The first player reads any one of his cards aloud. If a player holds a card with a similar vowel sound, he must give it to the caller, If the caller cannot read his card correctly, he must discard it and draw another card from the pile. He must then wait for his next turn before calling for cards. The player with the least cards wins. To be played in small groups or four players to a set.

Matching Sounds

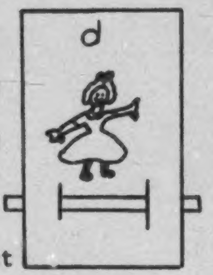
Make sets of four cards, containing pictures of objects that begin with the same sound: boy, box, balloon, baby, for example. To play, mix all cards then sort, stacking together the four that start with the same sound. Or, divide cards among players and have them trade back and forth until all the cards and sounds have been matched.

An Exercise in Ear Training

As an independent aid to ear training, make cards bearing pictures of words beginning or ending with the same letter. Print the letter above the picture and the word below it. On each side of the word, cut a vertical slit and insert a strip of cardboard to conceal the word.

As the pupil says the names of the pictures to himself, he separates the cards into two piles--one of words beginning with the letter and one of those which end with the letter. After he has placed them according to what his ears have told him, he pulls out each strip of cardboard and checks with his eyes to see whether he has heard the sounds correctly.

An advantage of this exercise is that a child can work at it alone.



The words below are listed in categories. Pronounce the words of a category, one by one, and have children give the beginning consonants of each word to "help" you spell the words as you write them on the chalkboard.

helicopter
jet
bicycle
wagon
bus

television
refrigerator
washer
fan
lamp

Washington
California
New York
Pennsylvania
Texas

gasoline
tire
motor
radiator
fender

Read each of the following sentences and aks the children to listen carefully in order to name the two words that have the same beginning sound.

The boys climbed into the bus.
The girl had a good time at school.
The teacher told the children a good story.
In summer. the sun is hot.
Jocko is a jolly little monkey.
Cowboys work in the West.
The children ran a race.
Many people were in the swimming pool.

Pronounce each of the following words and have children respond by saying or writing its beginning letter. Next, repeat the words and have the children give the ending letters.

food
look

read
book

Dad
help

teacher
work

dog
world

basket
coat

AUDITORY DISCRIMINATION TEST

This test is to be individually administered to children who are having difficulty discriminating consonant sounds. Children whose attention span is short can be tested in two separate sessions.

Proceed as follows for Section I: Say, "Listen to the sounds at the beginning of the words tie and ten. Listen as I say these words again: tie-ten." (Stress slightly the beginning sound of each word.) "Now I will say some words. When you hear a word that begins with the same sound as tie and ten, nod your head." (The child may answer in any manner you choose.) Read the first row of test words, enunciating each word clearly. The child should respond only to the bold-faced word top.

If a child fails to respond, or responds to another word, read the alternate row of test words for the beginning sound t. Follow same procedure throughout Section I.

Section I. Beginning Consonants

t (tie-ten)	mop	shop	**top**
m (meat-mice)	fill	kill	**mill**
d (doll-day)	hot	**dot**	lot
h (hay-had)	rat	cat	**hat**
c (call-came)	**coat**	boat	goat
l (lake-look)	sand	**land**	hand
n (nut-nest)	game	came	**name**
b (big-ball)	had	**bad**	mad
f (fish-fence	**fan-**	man	ran
W (wall-wash)	hay	lay	**way**
r (ride-rub)	make	**rake**	bake
s (soap-sell)	tail	**sail**	pail
P (paint-pear)	roll	**pole**	hole
g (gum-give)	met	wet	**get**
j (job-juice)	**jar**	far	car
y (yes-your)	card	hard	**yard**
th (they-those)	hen	**then**	men
sh (shake-shoe)	low	**show**	go
wh (where-when)	heel	**wheel**	kneel

Section II

t	fall	**tall**	call
m	**men**	when	pen
d	sip	**dip**	lip
h	ship	**hip**	lip
c	**cane**	pain	lane
l	fine	shine	**line**
n	fight	light	**night**
b	**bet**	set	wet
f	bill	**fill**	hill
w	sent	**went**	bent
r	sock	lock	**rock**
s	**seal**	heel	feel
p	lot	hot	**pot**
g	would	**good**	could
j	ham	lamb	**jam**
y	**yet**	wet	net
th	care	bear	**there**
sh	fine	line	**shine**
wh	pie	**why**	lie

Keep a record of each pupil's responses. When a child fails to discriminate any of the bold-faced words, record the initial sound that he has missed. Further testing on the letter sounds that he has failed to identify will help you determine what additional instruction each child needs.

LISTENING GAMES K-3

Echo (Grades 2-3) The teacher sings a phrase which asks a question. A pupil answers musically, using the same phrase in his reply.

High and Low (Grades K-2) Children stoop or stand (whichever is appropriate) as the teacher plays, on the piano or other instrument, ascending or descending "runs," or high notes or low notes.

Little Indian Drum (Grades K-2) Play a record based on Indian drum music, and let pupils beat out the rhythms. Pupil then make their own "talk" by beating out rhythms to Mother Goose rhymes, such as "Baa, Baa, Black Sheep." Or, one child might give a sentence or phrase, while clapping the rhythm. Other pupils join him in clapping.

Musical Ball (Grades K-2) One child leaves the playing area while another pupil hides a ball or other object. When the ball is hidden, the first child returns to the group to hunt for it. The teacher plays music on the piano while he hunts. When the music is soft, it indicates that he is far from the object. When the music becomes lounder, he is getting nearer. When the ball is found, the game continues with a new searcher.

Counting Games (Grades K-2) Children listen for the number of taps as the teacher or another child strikes rhythm sticks, a tom-tom, or the piano; taps the floor; or claps hands.

Description Game (Grades K-2) One child is invited to sit in the center of a group. The teacher describes another pupil who is sitting within the group. The first child must then guess who was described. If he guesses right, he remains in the center. If he guesses incorrectly, the child who was described takes his place, and the games continues.

Ring, Bell, Ring (Grades K-1) One child closes his eyes while another pupil, carrying a bell, hides somewhere in the room. The first child opens his eyes and listens for the sound of the bell. He then points or moves in the direction of the sound. Let as many children as possible take turns listening for the bell.

Imitating Sounds (Grades K-1) Pupils imitate sounds of animals, birds, machines, clocks, trains, and so on. Be sure they make variations in the sounds of baby and adult animals, large and small machines, and other appropriate places.

LISTENING GAMES

Hen and Chickens (Grades K-2) Pupils are seated in a circle. The "hen" leaves the room, while the other children or "chickens" remain at their seats. Three to five children are chosen to "peep". The hen returns and all chickens put their heads down. When the hen says "cluck, cluck," the chosen chickens answer "peep, peep." The hen tries to locate the peeping chickens. Variations might be "Cat and Kittens" or "Sheep and Lambs."

The Bell Is Gone (Grades K-2) Children are seated in a circle. One child is in the center, seated on a chair. His eyes are closed. A bell is underneath the chair. Another child carefully removes the bell, takes it to his seat, and hides it behind his back. (All other children have their hands behind them, too.) At a signal, the child on the chair opens his eyes and tries to locate the bell by listening for its sound.

Cut the Pie (Grade K-2) Players stand in a circle. One pupil is "It." He skips, runs, or walks around the circle, and then stops behind another child. As soon as the second child becomes aware of the one behind him, he leaves his place and starts the action again.

Hear and Hunt (Grades K-2) There are two teams for this game. One player from each is blindfolded. The "Leader" for the game has a small bell. Players try to find and touch the leader, who continually tinkles the bell. When the leader is caught, another child takes his place, and two other players are blindfolded, so the action can continue as before.

Telephone (Grade K-2) Children sit in small circles. One pupil whispers something to the child next to him. This child in turn whispers to the next one, and so on. The last child in the circle reports aloud what he heard.

LISTENING

Auditory Discrimination

To develop acuteness of auditory perception a period of thorough ear training should precede visual analysis. The pupil should distinguish between solf and loud tones, high and low pitch, fast and slow rhythms.

While developing acuteness of auditory perception, the eyes should be closed so that the sensations are received through the ears. In the early stages of the training broad distinctions must be used so that the child can readily recognize the differences.

Training Voice in Pitch (K-1)

(a) Reproducing sounds made by animals.
(b) Reproducing motor sounds -- train, airplane, bus, automobile.
(c) Engaging in dramatic play in which he reproduces the voices or sounds of characters.
(d) Emphasis during story-telling and dramatization on enunciation and pronunciation.

Games to Develop Auditory Discrimination (K-1)

(a) With eyes closed distinguish between:

1. A rap on the desk and a clapping of hands.
2. Crumpling of paper and sound of shuffling cards.
3. Skipping, hopping, running, jumping, walking. (Directions whispered to children who are to perform activity; in Pre-Primary and First Grade use printed visual direction with whispered direction; later flash printed direction.)
4. Number of times a ball is bounced.
5. Sound of a tap bell from sound of a hand bell.
6. Voices of classmates through such games as: "It is I," "gobble-gobble," "Here I am,""Echo game" and games of rhyming words.

Description of Games Suggested (K-2)

1. "It is I"--Blindfold one child; another child is designated to tap him on the shoulder. The blindfolded child asks "Who is it?" The other child answers, "It is I." From the sound of his voice, the blindfolded child determines who tapped him.

(Description of Games Suggested (K-2) Continued)

2. "Gobble-gobble" is a variation of "It is I." Instead of touching blindfolded child, another may say, "gobble-gobble."
3. "Here I am" may be used to train the ear in distinguishing between sounds near and far away. From a distance a child addresses the blindfolded child with "Here I am."
4. Rhyming words (K-2, 1-2)
   (a) The teacher gives two pairs of words as ran-fan, ran-boy, and lets the pupil tell her which pair make a rhyme. At first she should make wide distinctions. As children grow in power to distinguish shounds, she may pair words not so easily distinguished as fan-can, ran-run; later she may say three words instead of two pairs, as ran-saw-fan.
   (b) For distinguishing beginnings of words, the same procedure may be followed as man-mother, man-saw.
   (c) When children can distinguish between words that do or do not rhyme, the teacher may say one word, having the children listen so they may tell a word that rhymes with it. If she says cat, response may be sat, or other may elicit response mother. Only individual response should be accepted.
   (d) Let pupils make pairs of words.
   (e) When repeating nursery rhymes or other rhyming verse, children may select words that rhyme.
   (f) Teacher recites a couplet all but the last word; let the children supply missing word.
   (g) Let children make up original rhymes.
   (h) Various objects or pictures of objects may be placed so that children can name and group them according to the initial sound in the name as: ball, bat, book, bowl, boat; or house, hat, hands, head, hen. (Seat work could be devised on this activity.)
   (i) Construction of riddles may motivate distinguishing of sounds. (See "The Riddle Book" by Dootson in 2nd grade libraries; it will give you types of riddles which may be used for rhyming words. Also riddles requiring child to

(i) Continued:
supply a word by its initial consonant as:

I am made of wood
You put me in water
My name begins like book
I am a ____________

(j) Teacher may say a sentence and ask children to tell which words begin or end alike as:

Mary's mother made cookies.

When the ears seem to have sufficient acuteness, and the sight vocabulary has reached 150 or more words.

VISUAL AND AUDITORY ANALYSIS

Pre-Primer and Primer Level. (Grades 1-2)

During this period children are acquiring a sight or reading vocabulary of 150 to 200 words.

After they have acquired about 150 or more, definite training visual analysis may begin. During period of acquiring these words the ear should be trained to hear similar beginnings and endings.

Teacher should frequently call attention to facts as: Bob begins like Billy; Jip begins like Jerry; come begins like can, etc. When the story offers words that end alike, that sound should also be called to the attention of the pupils.

The sound of letters are never given in isolation. The child thinks the sounds but says the entire word.

It is advisable to proceed from a known word to an unknown word and from a whole word to its parts.

The teacher may say a word and require pupils to give other words beginning with the same sound. She may write the words on the blackboard or arrange them by pairs in the pocket chart as:

home	her	here
have	his	help

Children may then call on a child to put a ring around or to point to the part of each word that looks the same in the first two words. Another child should do the same with the second pair, etc. The same procedure should follow with words beginning with b, c, w, r, and other consonants.

Words with double consonants and words with the same endings may be taught the same way.

Other suggestions:

1. From a page of an old magazine (advertising pages with large type), box the words that begin with /h/
2. Give each child several word cards and require that the cards be grouped according to beginnings or endings.
3. Upon completion of a story children may look back through it, finding words that begin alike or that end alike.
4. Let children identify little words in big words by boxing, as:

   cook in /cook/ies or let in /let/ ters.
5. Identify words by connecting with lines as:

   hop ball
   all shop
6. Let children box the word in the sentence that rhymes with the first word:

   toy--The /boy/ has a hat.
7. Later, when the children can write (should be able to do so second half of first year), the following exercises may be used:

   List words that end with at--cat, hat, sat.
   (If they cannot write them, they can print.)

The following order for presentation of consonants is suggested for the Guidance Series:

h, b, c, w, r, l, y, n, f, s, m, p, g, t, j, d, cl, st, tr, sh, th, fr, wh, fl, in, an, at, and, let, ing, old, all, ay, ow, on, out, round, be, ought, est, ell, it, ring, er, oy, ook, or, to, et, en. (Note the separation in time of presentation of the b and d which are the cause of so much confusion. In presentation stress the difference in these two letter forms; note also absence of k, q, v, w, x, y, and z.)

In the Alice and Jerry Series the other of presentation is: m, h, j, f, c, s, g introduced in second Pre-Primary, definite training in *visual analysis* may begin. During the period of acquiring these words, however, the ear should be trained to hear similar beginnings and endings.

Here And There. l, w, d, r, p, t, b, k, n, q at Primer Level.

At First Reader level with much re-teaching: wh, ow, little words in big words as get in gets, s, er, est, ch, ay, ing, sh, th as in this, ow, aw, ew, er, ir, or, ur, oo as in pool, ed, ly, compound words, oo as in good, oy, ight, th as in thank, words with synonomous meanings as: followed--to come after; alone--with no one, etc.; oi, kn.

The initial consonant capitals should be considered as requiring additional presentation and should be presented as soon as they occur after the consonant has been presented in its lower case form.

Suggested devices and games for teaching first year analysis program.

1. Boxing or circling part being presented.
2. Guessing games. Children supply word which begins like one teacher calls as: *my*; children suggest *mother*.
3. Erasing part of word; children naming part left.
4. Finding games. Teacher thinks of a word that begins with ball. Can you find it?
5. Street Car game--for quick word recognition. Sharp eyes needed. A child stands beind another child's chair. Teacher flashes card, children wee which of the two can read it first. Child reading it first stands behind next chair, other child takes empty chair. Child who can go all around the class is the conductor. Note: Should be played only a few minutes.
6. Underline phrase, word or part with colored chalk.
7. Send Away game. Phrase or words are on blackboard. Child chooses one, frames it with hands, reads it. If correct, may send it away by erasing it.

8. Hidden words: Find toy in toys; puddle in puddles, etc.
9. Mixed letters: Write a few consonants on blackboard--b, B, c, C, J, j. Children see if they can find words in pocket chart which begin with them. Work for accuracy in recognition of upper and lower case letters.
10. In chart holder have words beginning with J, j, B, b, C, c, etc. Who can bring me all the cards that begin with B? J? C? Now who can read the words that begin with B, J, C?
11. Stoop. For quick word recognition. All children stand up. Teacher shows a card to individuals in group. If they get them right, they sit down. If incorrect, they stoop. "I think I can make this many people stoop." (Write 3 on blackboard) "If I can make 3 people stoop, I win. If I do not, you win. If the teacher wins, the joke is on the students. If the students win, the joke is on the teacher. Children should retain stooping position only momentarily.
12. A game can be played with beginning sounds. The teacher writes a word on the board. The children must watch because she erases it immediately. The children must tell the word and how it begins. The teacher takes the first turn with the word Mother. Teacher writes "Mother"; gives the children an opportunity to see it; then erases it. "Mother begins with M." Now the children take turns. (Use only familiar words with beginning consonant sounds which have been presented.)
13. In writing lessons use words developed in the reading vocabulary. In writing words have children listen for the beginning sound. Then say the word and say THE LETTERS IN THE WORD as they write them.
14. Let children write on the blackboard the number of books needed for the group, the page numbers and also numbers which occur in the content.

1. Give instructions once and ask a child to repeat the instruction. This is a good way to find out if the children are really listening. (Refuse to repeat your instruction. After this, the children really begin to listen more carefully.)

2. Learning when to listen and when to speak - also the purpose of listening. (Dramatizing what happened "when I did not listen"), such as an incomplete work paper.

3. Learning desirable ways of responding to the speaker both physically and mentally. Knowing by listening when to:

   a. Clap
   b. Laugh at appropriate time
   c. Ask questions
   d. Comment
   e. Listen to others as you would have them listen to you

4. Developing auditory discrimination:

   a. Name words that rhyme.
   b. Listening or making sounds heard, such as:
      1. Train whistle
      2. Bell ringing -- or a siren
      3. Undue noise -- and reason why
      4. Learn to describe how some sounds are pleasant, unpleasant; be able to express how some sounds make you feel.
   c. Have children close their eyes and see how many sounds they can hear in a two-minute period. Make a list. It might look something like this:
      1. Cars passing
      2. Feet scraping
      3. Clock ticking

      Record on a tape recorder some familiar sounds such as running water, clapping hands or dogs barking. Let the children listen and try to identify the sounds. Let members of the class try to baffle their classmates with sounds.

5. Developing proper attitudes toward becoming an active listener.

   a. Good sitting position.
   b. Giving your attention to the speaker.
   c. Eliminate distracting objects and shut out undue noise as much as possible that could distract the child.
   d. Provide as quiet and restful atmosphere as possible.

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LISTENING

6. Listening for Information--Discuss how listening helps us to know what we are to do, that can help us in our needs.

   a. Where to hang wraps.
   b. Know where and now to sit.
   c. Using an indoor voice in the lunch room and showing courtesy to the people who work there.
   d. How to get in line correctly--to behave in the hall.
   e. Were we polite?

7. Speaking, listening, and being able to express ones self.

   a. Look at a picture, then tell a story about the picture.
   b. Draw a picture and then tell the story that goes with the picture.
   c. At first of school, have children draw picture telling what they did during the summer, Thanksgiving, Christmas, etc.

8. Listening for enjoyment and appreciation:

   a. Draw or tell about the part of the story that made one laugh.

9. Learning to hear the What, Where, When, and Why of announcements affecting the individual of the group.

   a. Setting up criteria of the best study habits.

LISTENING TO SOUNDS IN WORDS

The first word in each row has one vowel underlined. Find another word in the row that has the same vowel sound as the underlined vowel. Put S before that word. Use your dictionary to check your work.

1. miss ______ribbon ______rice ______spider
2. speck ______speech ______shovel ______thread
3. hard ______gate ______star ______loyal
4. pocket ______sod ______smoke ______road
5. lung ______pump ______uniform ______measure
6. expand ______mean ______hire ______essential
7. open ______hobby ______hoe ______honey
8. jay ______safe ______hard ______infant
9. matter ______phrase ______lag ______pain
10. equal ______sleep ______perish ______net
11. god ______robe ______mold ______lobster
12. might ______pig ______spike ______river
13. shake ______hail ______heat ______hang
14. use ______sunset ______run ______fuse
15. kettle ______offset ______keep ______pine
16. pig ______site ______sit ______ripe
17. maker ______scrap ______pavement ______pat
18. music ______pulse ______rung ______sue
19. mock ______slot ______poker ______rodent
20. slum ______dough ______trumpet ______coup

Consonant Sounds

The beginning consonant letters have been left out of a word in each of the sentences on this page. Read each sentence carefully. Then write in the missing letters from the list at the bottom of the page.

1. The _____eam pitcher was empty.
2. Her _____ocking had a hole in it.
3. Most people cannot tell her from her _____in.
4. The boy wanted to _____ovel the walk.
5. Newly waxed floors are _____ippery.
6. The children in the yard played on the _____ing.
7. Her new _____ess was light blue.
8. He takes tickets on a _____ain.
9. We could smell _____esh bread in her kitchen.
10. The food left a _____ot on her dress.
11. The _____ock struck nine times.
12. The _____ice of apples is five cents a pound.
13. The dishes were put on the _____elf.
14. To mend the plate, we need _____ue.

gl
pr
st

sh
tw
sw
tr

fr
sl
cr
cl

sp
sh
dr

Formal phonics should not be started until the child has done enough reading to come to realize that reading is a process of getting thought from the printed page. When phonics is taught by the word, instead of the various sound methods, it can safely be taught much earlier than has been the custom. The work in ear training may begin during the first week of school. In order further to safeguard the child against making reading an exercise in word-calling, most reading authorities advise that phonics be taught apart from reading.

Experience shows that skill developed in phonics does not always carry over into reading. The word as a whole presents a different situation to the child from that of seeing each letter or symbol by itself. In phonics, then, as in reading, only whole words should be presented in order that there can be no loss in transfer but that the carry-over is complete.

Children need to have repeated experience in attacking words intelligently. Such experience, of course, is possible only when the pupil attacks each word himself. If the teacher points out for the pupil each separate part, the child fails to develop one of the most important skills necessary for independent word recognition. Two types of skill, therefore, are necessary: (1) to know how to attack the new word intelligently; (2) to recognize at once the known parts in the word.

Children need much experience in seeing over and over again the phonetic units in words like bu in bunny, buttercup, and bumble bee; and er and ar and or in sleeper, cellar, and doctor. He should have experience in seeing these units in a number of different words in their reading vocabulary, in short phrases and sentences, thereby receiving the necessary practice in real reading situations. For example:

Which is worse: A bumble bee under the doctor's cellar, Or half a worm in his apple core?

Children should be taught to use both the context and their phonic skill and ability to identify new words. When the one proves inadequate, the other may serve splendidly. Children who have both tools at their command are better prepared than those who have only one or neither.

The pupil should never encounter any phonic elements in isolation. He should always see them in their natural setting: e.e., the word as a whole. The pupil should never see by themselves such beginnings of words as sa, pa, ha, or such endings as t, n, d, but he should meet them always as integral parts of whole words, like sat, pan, had.

OUTLINE OF PHONETIC AND STRUCTURAL DEVELOPMENT

Grade	Reader Level	Introduction and Development
1	Preprimer	Rhyming Words (Auditory) (look-book) Initial Consonant sounds in words (Auditory) (ball, duck, rake, sun, pig, top, fish, goat, house, lamp, moon, jump, nest, valentine, wagon, yarn, zebra) (Hard c--cake, kite) Consonant Digraphs (Auditory) (shoe, wheel, chair,) (there-voiced th, thumb-unvoiced th)
1	Primer	Initial and Final Consonant Sounds (Visual and Auditory) (All consonants) Consonant Digraphs (Visual and Auditory) (sh, th, wn, ch) Endings (s, ed, ing)
1	First Reader	Consonant Blends (br, cr, dr, fr, gr, pr, tr, bl, cl, fl, pl, st, sl) Endings (ly, y, 's, er, est) Short Vowel Sounds (a, i)
2	Second Reader	Consonant Sounds (Initial, Medial, Final) (ball, robin, tub) Consonant Blends (Two and Three Consonants) (sm, sn, sp, str, thr, qu, scr, sk, spr, squ, sw, tw) Short Vowel Sounds (a, e, i, o, u) Long Vowel Sounds (a, e, i, o, u) Vowel Digraphs (ai, ay, ea, ee, oa) Endings (es) Contractions (didn't, you're, she's, I'm, I'll)

Prentice-Hall, *Teacher's Encyclopedia*, 1966.

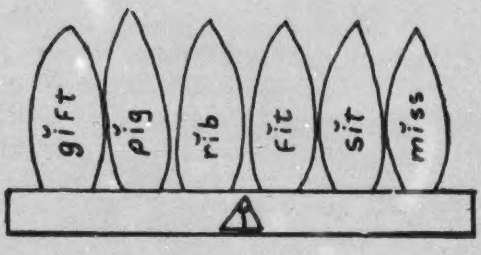
Teaching the Vowels

Detective Game. Have several sentences on the board. Have children write the sentences. Write one sentence at a time, then look at each word and count the number of vowels you see. Write that number at the end of the sentence.

Example: The snow is very beautiful. 10

Vowel Drill. Use the chalkboard for this vowel drill. Write on the board, in checkerboard fashion, the different vowel sounds you wish to review. Divide the class into two teams and appoint a scorekeeper. A player selected from each team stands a set distance from the board. As the teacher pronounces a word with a single vowel sound, players rush to the board and place their hands in the box with the corresponding vowel sound. The first one to reach the box wins a point for his team. These two players select two more players and the game continues. The team with the most points wins.

Indian Headdress. Each child can become chief of a vowel tribe with an Indian headdress like the one shown on the right. Everyone in the class makes a headband from heavy paper or cardboard and is assigned a vowel sound. Each child then makes word feathers to fit his own vowel and staples them to the headband. When the band is complete, the ends are stapled to form a circle.



Vowel Train. A vowel train can help make learning fun. Make one from small boxes. (Or use envelopes cut in the shape of engines and train cars.) Label the cars with the names of the vowels. Children can find pictures of vowel sounds and place them in the right car (Upper grades can use words). The teacher and class can check each day to see "who is riding" and if they are in the correct car.

TEACHING PHONICS Grade 2

1. Review skills acquired in first grade.
2. Teach consonant blends not taught in first grade. Strengthen skill of those that have been taught. (scr, str, thr, will be added).
3. Knows long and short vowels and rules for using them.
4. Knows sounds of vowels modified by r; er, or, ir, ur.
5. Teach the vowel digraphs: ai, ay, ea, ee, ie, oa, oe, ue, ew, pp, aw, au.
6. Teach the Diphthongs: oy, oi, ou, ow.
7. When are "w" and "y" used as vowels.
8. Teach "qu" as kw sound.
9. Build new words by adding common suffixes, er, est, ful, ly, en, y.
10. Recognizes simple prefixes; re, un.
11. Understands contractions; don't, isn't, I'll, won't, can't, wouldn't, shouldn't, doesn't, I'm, haven't, etc.
12. Teach child to spot root word within longer word.
13. Soft and hard "g" and "c".
    a. Give "c" the "s" sound (soft sound) if it is followed by e, i, or y.
    b. Give "c" the "k" sound before other vowels and consonants.
14. Can divide two-syllable and three-syllable words into syllables. (teach--every syllable must have a vowel sound)

Train Game

As both consonant drill and marching activity play a train game. Divide the class into two teams. From each team, assemble a train of five cars, by having children place hands on hips or shoulders of person in front. At a signal the remaining team members sing a train song and the two 'trains' chug around the room. At another signal, singing and trains stop.

The teacher says, "You've arrived at your distination--Portland (or any city) and you may unload." Each car 'unloads' something beginning with the same consonant as the city given. For each car "unloaded" the team receives a point. The other train is then given a different city. New trains are assembled and the game goes on. Sometimes vary game by having items of an alphabetical progression unload from cars.

Blend Twister

Make a "blend twister" game. The playing board is a piece of plastic or heavy cloth marked into blocks, each containing a blend. A spinning wheel is made from a brass fastener and cardboard has the blends on it.

Three players play at once. Two participants and one spinning. The two stand in stocking feet with their backs to the board. The other person spins wheel, looks at the blend on which the pointer stops, goes to a box of cards, and picks one from the pile for that blend. It may read: right hand - th. Pupil puts hand on proper square on playing board. Object of the game is to follow all directions without loosing balance and falling.

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Teaching the Vowels

Short O

Now, Mother Vowel had noticed that all the children had nicknames. Josephine was Jo, Michael was Mike, and William was Bill. She wanted the little vowels to have short names too, because short names sounded so friendly and just right for the children that she knew. But she could not think of a single short name that just fitted her little vowels.

"Well," she said to herself one day. "I shall make some pies this morning." All the little vowels liked pie just as you do. "While I work I shall think of short names for my children. "Who knows, I may think of just the right ones."

So Mother Vowel made little tiny pies--a whole lot of them. As she was taking them out of the oven, Ō came in. Now Ō was hungry. He said, "Mother, may I have a pie?

"Yes, you may." said Mother Vowel.

Ō ate one tiny pie. After he ate it, he said, "Ah, that's good."

Then he ate another, saying, "Ah, that's good." and another and another. Every time he ate a tiny pie, he said, "Ah, that's good."

And so you know, he ate all of those pies. Mother Vowel just laughed and laughed. She said, "You know, Ō, I've just thought of a good short name for you. You said "Ah, that's good" so many times that I am going to call you "ŏ" And so she did. After that, Ō was "ŏ" part of the time.

Note: As you tell what O said, raise your hand to your mouth. The children then associate that movement with the short sound of o.

Short I

Of all the little vowels, Ī best liked to play games. He could think of a new game when everyone else was worn out from playing.

Best of all, he liked to play Indian. That was because he could play all by himself. So when everyone else was tired and wanted to take a nap or just sit on the grass and rest, he would put his hand up like that and do an Indian dance. And he would sing, "ĭ, ĭ, ĭ, ĭ, ĭ," pretending that his finger was a chief's feather.

One day Mother Vowel said, "I think "ĭ" is a good short name for Ī. After this, I shall call him "i" part of the time." And so she did.

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Short U

The thing Ū liked to do best of all was eat. He liked anything to eat. When there were sandwiches, he ate more than anyone. When there was ice cream, he ate the most. If there were chocolate pies, he ate them. One day he was walking past the big apple tree and noticed that the apples were turning red. "That's for me," he said.

And then without thinking, he climbed into that apple tree, perched himself on a comfortable limb, and began to eat. I am afraid to tell you how many apples he ate, but it was much too many. He was so full, he began to wonder if he could get out of the tree.

He finally managed to slide down. The jolt hurt him and he said, "Uh". Every step he took toward home made him say "Uh" because his stomach was so full. When he was almost home, he saw Mother Vowel coming to meet him. She heard him saying, "Uh, Uh, Uh," and she knew what was wrong. She knew why he was holding his stomach and saying, "Uh".

She laughed and laughed. She said, "You know, Ū, after this I shall call you 'ŭ' for a short name. That is a good name for you because you say it so much."

Short A

Ā was the baby of the Vowel Family. He could walk and get into things he shouldn't touch, but he could not talk. One day Mother Vowel put a bowl of apples on a high shelf and Ā saw them. Of course, he wanted one. Nothing is better than an apple.

He took hold of Mother Vowel's dress and said, "ă". He kept on saying, "ă, ă, ă, ă," and Mother Vowel just couldn't think what he wanted. Finally she said, "Ā, lead me to what you want and point to it. Maybe then I can understand."

So Ā led her to the high shelf and pointed like this, saying, "ă, ă, ă, ă," and Mother Vowel knew. He wanted an apple. She said, "You funny baby. After this, I am going to call you "ă" part of the time. That is a good short name for you."

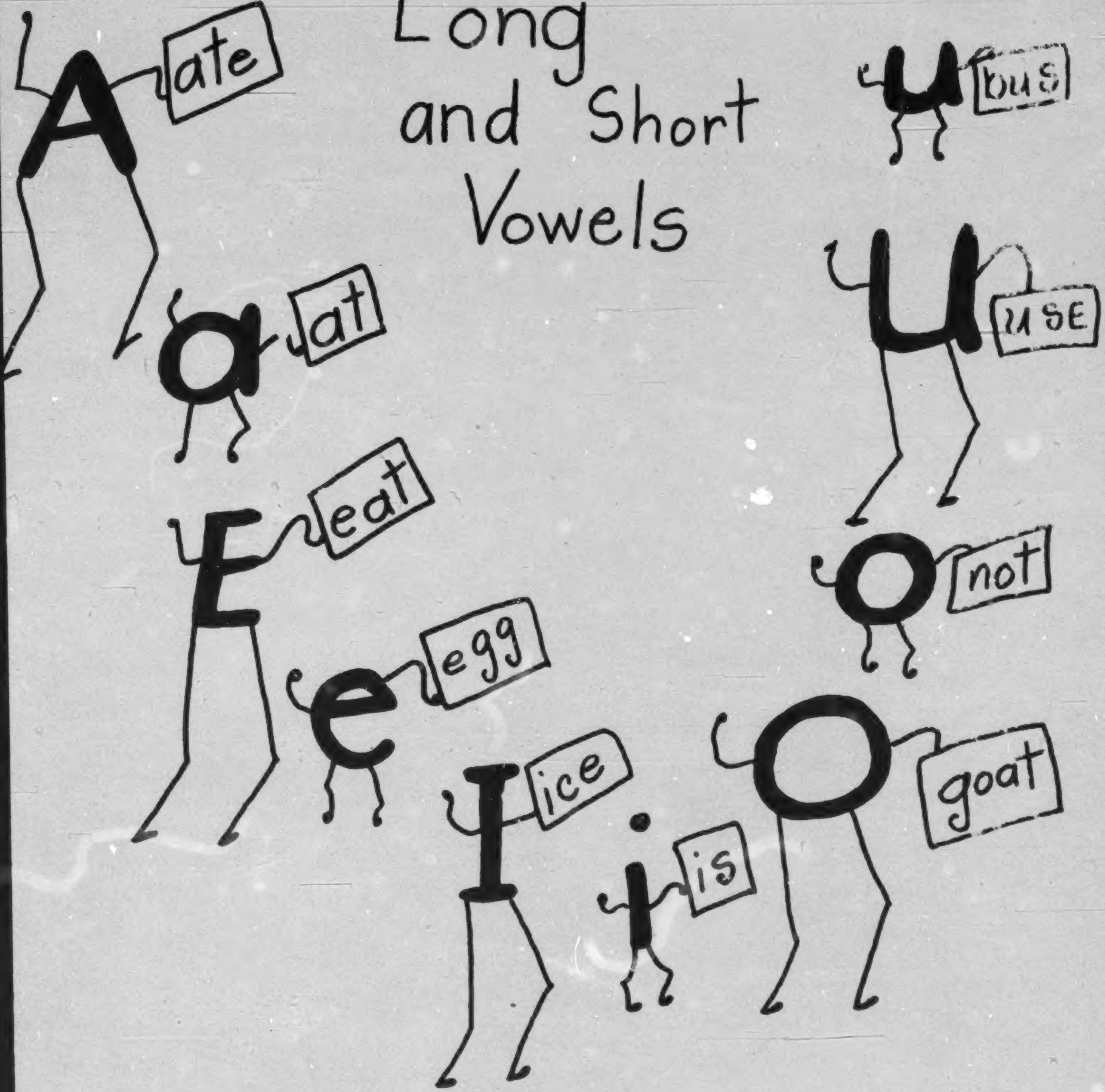
Short E

Sometimes when Mother Vowel called the little vowels, Ē would be missing. Mother Vowel was just losing patience with Ē. She decided to do something.

Down the road a bit lived an old, old man who was a great friend of Ē's. Ē just loved to go visit him. And that is strange too, for the old fellow could scarcely hear a thing. When Ē told him anything at all, the old man would put his hand up behind his ear and say, "eh". And then Ē would have to tell it all over.

When Mother Vowel scolded Ē for visiting the old man so much, Ē would say, "But Mother, he is so old and lonely and he needs a friend to make him happy. And whenever he puts his hand up by his ear and says, "eh", I have to stay longer to tell him again." Mother Vowel said, "You know what? I am going to call you "ĕ". That's a good short name for E."

Long and Short Vowels


A
ate
a
at
E
eat
e
egg
I
ice
i
is
U
bus
U
use
O
not
O
goat

When first graders are working on long and short vowel sounds, create an interest by making this bulletin board near the reading center. Make large letters out of green construction paper and use red pipe cleaners for arms and legs. Attach different words each day to match different vowels.

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Bossy R, a Playlet

Cast
Drummer (optional).
The Vowel Letters: A, E, I, O, U (preferably a girl for "U") and Y (preferably a small girl). Each carries a sign as indicated in the illustrations
Bossy R (a boy).

At rise, Drummer is seated in a corner near the performance area. He plays a rhythmic marching beat as A, E, I, O and U enter. All carry signs but in such a way that the audience cannot read them. The Vowels march around the performance area twice, then form a straight line and bow to the audience. Drummer then plays a drum roll.

ALL: We are the Vowel Family.

A (or any other player): No need to shout our fame.

ALL: Every word in English has at least one to its name. (drum roll)

A (stepping forward): Hello! I'm the Vowel Letter A. (Holds sign so the audience can read it and points to the appropriate word as he continues.) You hear my sounds in "act"...and "play". It's ă in "act", and ā in "play". I am the Vowel Letter A.

ALL (turning around in place): It's ă in "act"...and ā in "play". (They stop and point to A.) He (or she) is the Vowel Letter A. (Drum roll as A steps back in line and E moves forward.)

E (holds sign so audience can read it.): Hi! I am the Vowel Letter E. You hear my sounds in "red" and "me". (Points to appropriate words.) It's ĕ in "red" and ē in "me". I am the Vowel Letter E.

ALL (turning around in place): It's ĕ in "red", and ē in "me". (They stop and point to E.) He is the Vowel Letter E. (Drum roll as E rejoins the line and I steps forward.

I (holds sign up): Good morning! I am the Vowel Letter I. You hear my sounds in "pig" and "pie". It's i in "pig" and ī in "pie". I am the Vowel Letter I.
ALL (turning in place): It's ĭ in "pig", and ī in "pie". (They stop and point to I.) He is the Vowel Letter I. (Drum roll. I steps back, and O comes forward.

O: Howdy! (Holds up sign and points to appropriate words as he continues.) I am the Vowel Letter O. You hear my sound in "stop" and "go". It's ŏ in "stop" and ō in "go". I am the Vowel Letter O.

ALL (turning in place): It's ŏ in "stop" and ō in "go". He is the Vowel Letter O. (Drum roll, as O steps back and U steps forward.

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U (raising sign into view): Hi, there! I am the Vowel Letter U. You hear my sounds in "cup" and "cue". It's ŭ in "cup" and ū in "cue". I am the Vowel Letter U.

ALL (turning in place): It's ŭ in "cup" and ū in "cue" (They point to U.) She is the Vowel Letter U. Enter Y (He--or she--runs wildly to stage front, then around the line of Vowels once or twice.)

Y (as he runs around the line of Vowels): What about me? What about me? (He looks the Vowels up and down.) What about me? What about me? (He finally comes to rest near U, but a step or two forward. He scans the faces of the players.) What about me?

A (to E, in a loud whisper): Who is he?

U (to O): Who is he?

O (turning to I): Who is he?

ALL (looking at the intruder): Who are you? Who are you?

Y (faces front and bows): I am the Vowel Letter Y. You hear my sounds in "myth" and "my". It's y̆ in "myth" and ȳ in "my". I am the Vowel Letter Y.

ALL (turning in place): It's y̆ in "myth" and ȳ in "my". He is the Vowel Letter Y (pointing to Y).

Y (walks over to I, pushes him back and stands in his place): Whenever I take the place of I, I am the Vowel Letter Y.

I resumes his place in the Vowel line, and Y stands behind him. Suddenly, there's a commotion off stage. Bossy R stomps in. Fierce and mean looking, he walks in an exaggerated crouched position like the stage villains of old. He wears a black cape, and one of his arms is bent so that, with the cape draped over it, part of his face is concealed.

ALL (obviously terrified, some step back; some cover their faces with their hands; all seem to lean away from the villain): "Ooh! Here comes the villain, Bossy R."

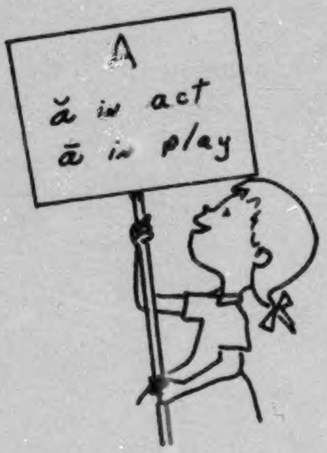
BOSSY R (still crouched, as though ready to spring): "I am the villain Bossy R." (He stands erect and makes a wide sweep of the arm to include all the players.) "I can change ALL your sounds." (Villainous laughter.) "Ha! Ha! Ha!" (He continues, pointing to each Vowel as he mentions it by name. The Vowels, in turn, quake with fear.) "I'll change you, A, from ă to ar. In car and bar and far and star. I'll change you E, from ĕ to er. In father, mother, sister, brother." (To I.) "Just come here sir, and you'll agree" (pauses, as I, shaking and twisting his fingers nervously, takes an unwilling step toward him) "to switch from ĭ to ir" (turns to audience with smug expression)----

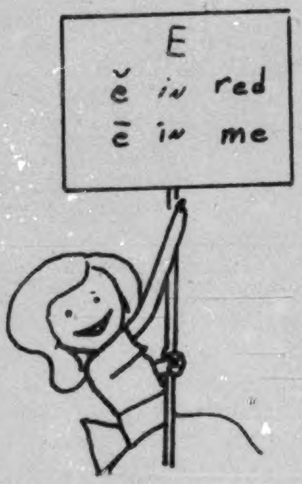
Bossy R (cont.)

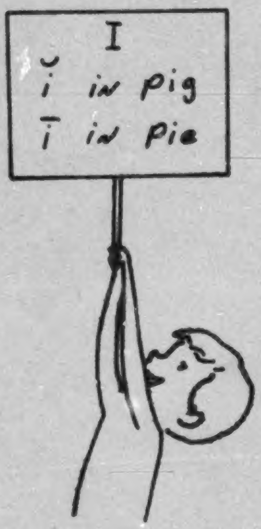
You wait ~~and see.~~ From ĭ to ir in "skirt" and "stir". I'll do that when you're near, yes sir! (I returns to line position, with head hung low.) And O no longer ŏ will be. But or in "corn" and "horn", you see. That leaves just U, all dressed in fur. (U haughtily tosses imaginary fur scarf around her neck.) She knows she's changed from ŭ to ur. Remember (with hands on hips), I am very strong. Your sounds will not be short or long--not when I stand after you, because I am the Bossy R, Ha! Ha!

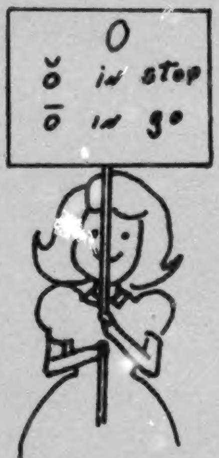
ALL VOWELS (dancing in a circle around Bossy R and chanting): So you're the Bossy R. So you're the Bossy R. So you're the Bossy R...(After circling Bossy R three or four times, the players, led by A, dance in single file out the door, leaving Bossy R alone on the stage.)

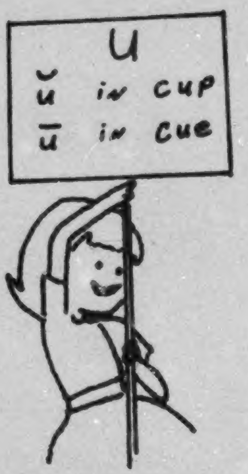
BOSSY R (defiantly): I am the Bossy R. Ha! Ha! Ha! (He exits, then sticks his head through slightly opened door and offers a final villainous shout) Ha! Ha! Ha!

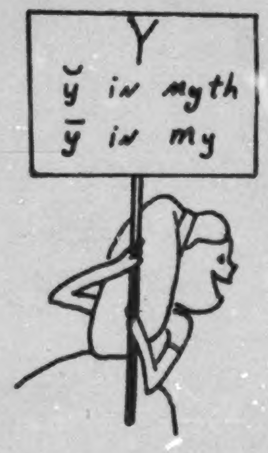












GRADE TEACHER, October, 1969

Rhyming Words

1. The boys and girls in our neighborhood had a party, and each person brought something to eat or drink. But they made a rule that whatever was brought had to rhyme with the name of the person who brought it. Can you tell what each boy and girl brought?

1.	Ned	(bread)	9.	Peg	(egg)
2.	Louise	(cheese)	10.	Cy	(pie)
3.	Jake	(cake)	11.	Claire	(pear)
4.	Walt	(salt)	12.	Sam	(ham)
5.	Pete	(meat)	13.	Nellie	(jelly)
6.	Lou	(stew)	14.	Rhoda	(soda)
7.	Helen	(melon)	15.	Jean	(bean)
8.	Andy	(candy)	16.	Jerry	(cherry)

2. Say these words aloud. Notice that each ends with er.

rocker
trailer
skater
baker
farmer

Say these words aloud. Notice that each ends with or.

razor
doctor
mirror
sailor
armor

Now say the following words aloud. Notice that some of them end with er and some with or.

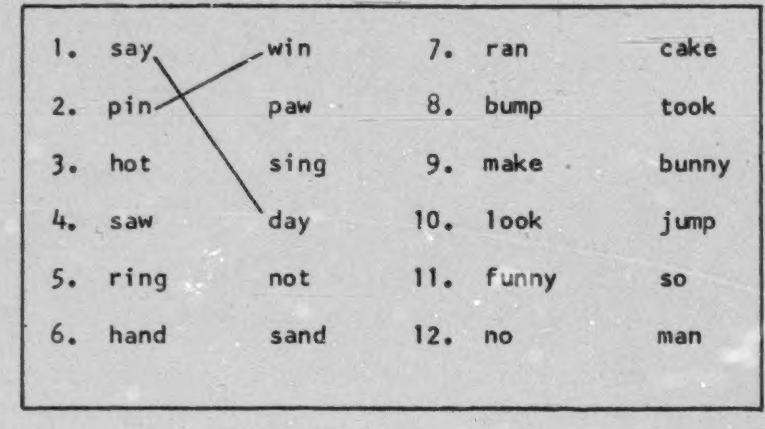
bumper
actor
stopper
tutor
favor
fever
motor
labor
pastor
lawyer
surveyor
juror
butcher
odor
locker
letter
poster
tailor
elevator
wager

Name other words ending with or. Name other words ending with er.

Rhyming Words

Preparation and Materials: Each child will need writing paper and a pencil. On the board, write a list of words, and beside it a list of rhyming words.

Example:



1.	say	win	7.	ran	cake
2.	pin	paw	8.	bump	took
3.	hot	sing	9.	make	bunny
4.	saw	day	10.	look	jump
5.	ring	not	11.	funny	so
6.	hand	sand	12.	no	man

Introduction to the Class: We have talked together about rhyming words, and we have found that words which rhyme often end with the same letters. Today we shall see how wall you can find rhyming words.

First, fold your writing paper in half. On each half, write the two columns of words just as they are on the board, Then draw a line to match the words which rhyme.

Variation: Write a similar word list on the board and call on one child at a time to match rhyming words. This activity would be good as a quick review.

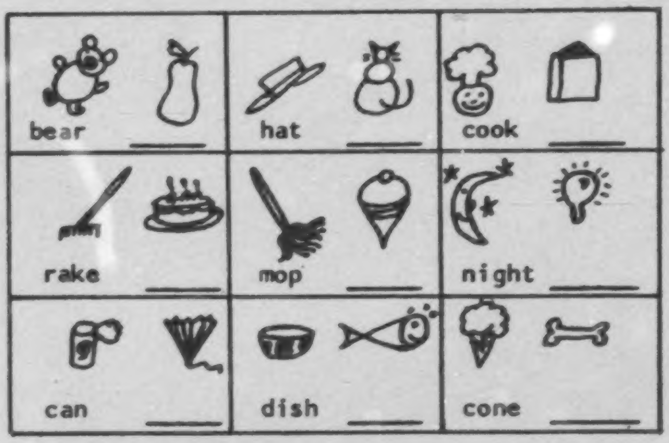
Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, SPICE, 1960, Educational Service, Inc.

PHONICS

Rhyming Words

Preparation and Materials: Divide the blackboard into squares. In each square, illustrate two rhyming words. Label one picture in each square. Children will need drawing paper, pencils, and crayons.

Example:



Introduction to the Class: Today, we are going to do a rhyming puzzle. First, you will need to take your drawing paper and fold it in thirds each way. You may put your crayons and pencils at the top of your desk.

On the board, you will see two pictures in each square. You may use your crayons to draw these same pictures in each square of your paper.

Let's look at the first square. It shows a bear and a pear. Can you hear the two words rhyme? if **bear** is spelled b-e-a-r, how do you think **pear** would be spelled, Steven? That's right, p-e-a-r. All you had to do was change the first letter, because the last part of each word sounds alike, and is spelled alike.

Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, SPICE, 1960, Educational Service, Inc.

PHONICS

Rhyming Words

Preparation and Materials: Children will need writing paper and pencils. On the board, list a column of words, and beside each write several similarly structured words, some of which rhyme with the first word in that row.

Example:

1.	ring	sing	rug	thing
2.	moon	some	soon	spoon
3.	dime	dine	time	lime
4.	sat	rat	sit	bat
5.	grape	drape	grab	shape
6.	same	came	name	some

Introduction to the Class: For our work today, you will need to write one row of words at a time, just as they are on the board. Underline the first word in that row.

Then look carefully at that underlined word. See if you can find other words in the same row which rhyme with that first word. Circle the rhyming words you find.

Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, SPICE, 1960, Educational Service, Inc.

BASIC SKILL DRILL

AR words	arm ark bar barn fare dare part party spark share
ER words	err era her herd here were deer deers fewer sheer
IR words	irk ire air fair hair gird dirt dirty fires flair
OR words	ore orb for form torn work fork force error actor
UR words	urn fur our hour hurt lurk your yours hurry curls
LA words	label later laddy lady lake flat clad lab lax law
LE words	leads lends learn lean able tale sled led lea let
LI words	lines light liver live lilt life slid lid lip lie
LO words	looks loves longs long slow flow plop log low lot
LU words	lungs lurid lucky lucky lull lure lurk lux lue lug
HA words	had ham hat hang chat halo char chart shark shall
HE words	hem her the they heed them herd herds cheap cheer
HI words	hit him his this hike hire hide chide hills ships
HO words	hot hob how howl horn shot home homer shows shots
HU words	hub hug hut hurt hung shut hump chump shuck chunk
WA words	watch walks swank swan swat wash wade was wan way
WE words	weeps wends sweet wend welt weep went web wed wet
WI words	winds wings swing sing will with twit wit wig win
WO words	wound worth swore wore work word wool two wow won
WH words	white while where whit what when whom who why who
ADE words	fade jade made wade shade trade blade glade grade
EED words	deed feed heed need creed bleed steed greed speed
UDE words	dude rude dude rude crude prude exude elude dudes
IDE words	bide hide ride tide aside cider pride ideal rider
ODE words	bode lode code mode model abode lodes codes rodeo

WORD FAMILIES

AN words	Jan Jan man man fan fan can can ran ran
EW words	new new dew dew how how few few mew mew
EN words	ten ten men men den den yen yen fen fen
AW words	saw saw jaw jaw raw raw law law caw caw
WA words	was was wan wan war war way way wag wag
UB words	rub rub nub nub cub cuc hub hub tub tub
AX words	Max Max wax wax lax lax tax tax sax sax
O, words	to, to, so, so, do, do, no, no, go, go,
IX words	Dix Dix Mix Mix Fix Fix Nix Nix Six Six
BA words	bad bad bay bay bar bar ban ban bag bag
IP words	pip rip nip tip hip dip lip sip yip zip
IPS words	pips rips nips tips hips dips lips sigs
ILL words	till mill sill hill will fill bill pill
ALL words	fall mall tall hall wall pall call ball
OLD words	bold cold fold gold hold mold sold told
Phrases	to bill to mill to till to will to fill
INE words	dine line fine mine vine nine wine pine
ANE words	lane bane cane mane vane pane sane wane
QUI words	quiz quit quite quiet quilt quips quits
EAL words	deal heal real meal seal peal veal zeal
AY words	bay jay day hay gay may ray pay way nay
Phrases	to go to, to do so, to be by, to say so

BASIC SKILL DRILL (Cont.)

OR phrases	or they or them or all or him or for or you or we
BY phrases	by this by that by now by you by him by all by us
IS phrases	is them is this is the is for is all is his is it
TO phrases	to them to this to you to him to her to pay to be
SO phrases	so they so this so she so far so may so you so we
IF phrases	if they if that if all if the if men if she if we
AS phrases	as this as will as may as all as you as the as we
Common names	Fred Fred John John Drew Drew Hugh Hugh Walt Walt
	Dick Dick Bill Bill Ivan Ivan Alex Alex Paul Paul
	Edna Edna Joan Joan Sara Sara Jill Jill Nora Nora
	Ruth Ruth Mary Mary Anne Anne Jane Jane Kate Kate

ALPHABET WORDS

zip job big him pox crd fed quit awk sin via laps
Jade oxen cafe type brim silk whig quiz five luck
sip bad rim cow vie zoo jug hit fix nil quite key
five song warm buck hide quip cozy true jilt hoax
Ship Drab Come Whip Plan Gave Exit Quay Jerk Life
grim cove fuel pave junk quit bend haxy wars exit
says quay wipe burn maze hoax deck folk give jute
Six pony jets zoomed by, fought wickedly overhead.
ab cd ef gh ij kl mn op qr st uv wx yz ab cd ef gh
fjghrutyvmbndkeic,slwox.a;qpzalslwox.dkeic,fjruvfj
fed jet ask wig car qua the vex lap gag zoo no my
act bat vow sip fox lag bed ham irk joy quo no so
ply jam keg big cow her fox quo sat zoo vied know
flax lone milk crew digs quit help jobs vary zone
Five wizards jumped quickly over the green boxes.
I was quickly penalized five or six times by the big majo

SKILL DRILL

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5-letter words	chair giant works usual roams robot spent digit angle right gland bugle endow their handy coals
4-letter words	both melt firm pant worn wick rush laps cork wish lend with land also paid duty owns dorm
3-letter words	nap got ham dog lay sir yak but yen for pan the may rid jam did pen sue lap box own cog six men
one hand words	see ill egg inn ebb him fee mum dad pop few oil eat ink bad joy are pup tea hum red nun sea nip set you
4-letter words	deed pool tree look seed hill weed loop free moon sees hull tees pill bees hilk ebbs null feed hoop were jump wear upon dear only tear holy bear hump
common phrases	when the, from the, with the, that the, done the. they are, they may, they can, they say, they try. when it, from it, with it, that it, have said it. the rush, the call, the land, the bill, the firm. and the, for the, may the, can the, and try them. to the, by the, in the, at the, if the, or if we.
Forefingers	run run fun fun gun gun bun bun but but burr burr turf turf jury jury ruby ruby hymn hymn rung rung
Second fingers	did did kid kid die die ice ice dee dee eke, eke, deed deed dick dick dike dike iced iced deck deck
Third fingers	so. so. sow sow sox sox low low lox lox slow slow loss loss sows sows wows solo solo wool wool wows
Little fingers	Pa Pa Paz Paz Zap Zap Qua Qua Papa Papa Aqua Aqua
To keep hands low	a;l all red ask ill dad if; fed lad tea gold held leak mask fold desk risk sold tall told tusk will
Concentration	Ce sont de grandes constructions en pierre aves des poutres de bois apparentes sur la facade.
To speed up double letters	bb abbe cc accents dd adds ee teepee ff efficient gg eggs hh withheld ii genii ll tall mm summer nn annex oo voodoo pp apples rr err ss pass tt attic

LEARNING ABOUT VOWEL SOUNDS

In the first column are key words for pronouncing certain vowel sounds. To show that you know these vowel sounds, find another word in the same row with the same vowel sound. Draw a line under this word.

1. āte	regard	jar	famous
2. ôr	close	corn	major
3. hīve	mile	middle	milk
4. bē	jacket	golden	creep
5. hūge	gulf	dispute	gun
6. câre	diary	cracker	scare
7. nŏt	born	prompt	show
8. hĭt	shrink	pier	lion
9. ĕnd	new	linen	meter
10. hŭt	lunch	music	purse

Look carefully at the words below. Say each one to yourself. Then mark the vowels in heavy type according to the sound they make.

grape
pine
bunk
pare

insist
stone
order
line

onto
rent
fuse
make

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SOUND WAYS

SOUNDS IN GENERAL

In teaching letter sounds it may be found helpful to identify as many of these sounds as possible with familiar sounds.

For example:

wh	What sound do you make when you blow out a candle?
r	What sound does the lion make when he roars?
sh	What sound does Mother make when she doesn't want you to wake Daddy?
ch	What sound do you make when you sneeze?
ow	What sound do you make when you hurt yourself? (au)
o, ow	What sound do you make when you are surprised? (oh!)
oo	What sound does the wind make when it blows around the house?
s	What sound does the radiator make when steam is coming out?
gr	What sound does a dog make when he growls?
m	What sound do you make when you eat something very good?

Final sounds

The child is given ear training by being made aware of the words that rhyme. The teacher gives a word like "day" and encourages the child to suggest words that end in the same sound. These words are listed on the blackboard, and parts that sound alike may be underlined.

The child writes his own jingles to illustrate word families, such as:

I play
All day
In the Hay.
All day
I play.

Initial and Final Sounds

The teacher draws five squares on the blackboard. In the left-hand corner of each is a consonant, and beside each a list of phonograms. The children are asked to give the initial sound and them form words

w all
ay
ell

b at
all
ell
it

s ail
ell
ay
ame

h at
ay
all
ow

c all
ame
at
ake

LETTER CONFUSION

To help children differentiate letters frequently confused, the following little stories may be used with or without pictures to illustrate.

This is b
b is on the line
b is tall like a building
b looks to the right.

This is p
p is down below the line
p is long on the bottom
p looks to the right.

this is d
d is on the line
d looks to the left

This is t
t is on the line
t has a little hat.

This is m
m is on the line
m has two little hills.

This is n
n is on the line
n has one little hill.

After these letters have been studied, the following riddles can be given:

Who am I?
I am tall like a building
I look to the right
Who am I?

Who am I?
I am on the line
I have a little hat
Who am I?

David H. Russell and Etta E. Karp, Reading Aids Through The Grades, pg. 34, 37, 40, and 43.

Reading Consultant
Department of Pupil Services

Reading Aid: No. 27, November 1959

PHONICS

This game is played similarly to Lotto. Each child receives a sheet like the one below.

all	at	ar	ee	ay
tall	sat	car	see	bay
wall	pat	far	lee	play
fall	rat	free	free	may
hall	bat	tar	tree	clay
ball	mat	star	wee	pay

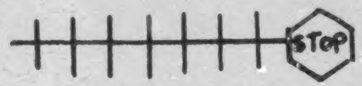
One child calls, "A word in the ay group that begins with pl." (sounded) Those who find the word cover it with a disk, The game continues, and the first child who has a line vertically, horizontally, or diagonally covered is the caller for the next game.

Later, distribute another set of papers that have these same five family words arranged in hit-or-miss fashion in the boxes. In this way the child learns, almost at once, sets of five words which have the same sound.

Drill Game

This simple game can be prepared by the pupils themselves and it is an effective drill activity. Have each child draw on his paper a street leading to a stop sign. Divide it into many blocks. At a signal, everyone writes as many words as he can think of, one word in each block. At the word "stop", each child counts up the number of words he has written. One with most correct words wins.

Words can be whatever needs to be drilled on--those beginning or ending with a particular phonic sound, the weekly spelling words, math vocabulary and so on. A math variation of this game is to give the class a number such as nine. Everyone writes an equation with the answer nine.



The exercise below presents contextual and phonetic clues requiring discrimination between vowels. Each sentence is a riddle. Children are to indicate the word that answers it.

1.	It is a name for Father.	Did - Dad
2.	It grows on a plant.	bed - bud
3.	It rings.	ball - bell
4.	It shines in the sky.	moan - moon
5.	It grows on animals.	far - fur
6.	It is on the ground after a rain.	mud - mad
7.	It is a place to keep money.	bank - bunk
8.	It is a number.	tin - ten
9.	It is something to cook in.	pen - pan
10.	It is the top of the house.	roof - reef
11.	It tells you the time.	cluck - clock
12.	It is something to eat.	park - pork
13.	It helps you get clean.	soup - soap
14.	You drink from it.	cap - cup
15.	You put it on your head.	hat - hit
16.	It is a bright color.	rid - red

Let's Go Sliding. Draw on the blackboard, a hill with words (or letters or initial blends) on it. To take your sled up the hill, you must say the words. If you make no mistakes, you may slide down.

I Am Thinking of A Word That Begins Like--
Write on blackboard or fill the chart with groups of words, each word beginning with identical consonants. The first child reads one of the words to himself and says, "I am thinking of a word that begins like 'farm'". The next child reads from the list and says, "Is it fan?" The game continues until some child says the word the first child was thinking of. The child who says the correct word, starts the game over again.

Merry-Go-Round. Make a wheel of tagboard. Place consonant blends around the wheel. (Or words, or initial sounds, etc.) The child says a word that begins with each letter on the wheel to make the wheel go around. If you give a word wrong, you must stop and begin over.

Group Train Game. The children are divided into two groups. each group representing a train. The cards are flashed to the engine (first child) and then to the rest of the cars in order. Any child who does not know the card which is flashed to him is given the card. The train is not ready to go if any child in the train has the card. Which train will start first?

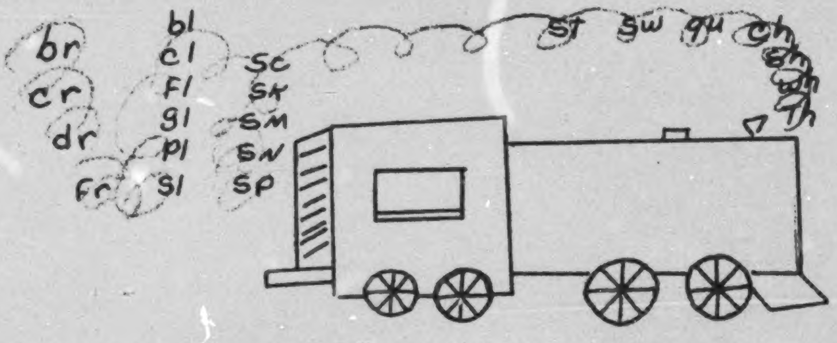
Let's Go Fishing. Use word cards in the shape of a fish. Use small groups. The children sit in a circle and the teacher places word cards, with paper clips attached, face down on the floor. Each child uses a stick with a string and a magnet attached to try to catch a fish. If he can read the word, he may keep the card. If he doesn't know it, he shows the word to the other children and returns it, face down, to the floor. The teacher may keep adding new cards.

Loading Logs. Make logging trucks, in an art period, from cardboard boxes or construction paper. During reading period, the children list the new and unknown words on the blackboard. When the child learns these words he makes a log of colored paper and rolls it. He prints the word on the paper log and puts the log in his truck. Each child tries to be the first one to fill his truck and take his logs to the mill.

Word Drill Game. Draw a large circle on the blackboard and divide it into equal parts. Print a word on each part. With his eyes closed, a child moves a pointer around the circle saying, "Round and round I go, and where I'll stop, I don't know!" He then opens his eyes and says the word. If correct, he gets a point and has another turn; if not correct, he gets a zero and has to sit down.

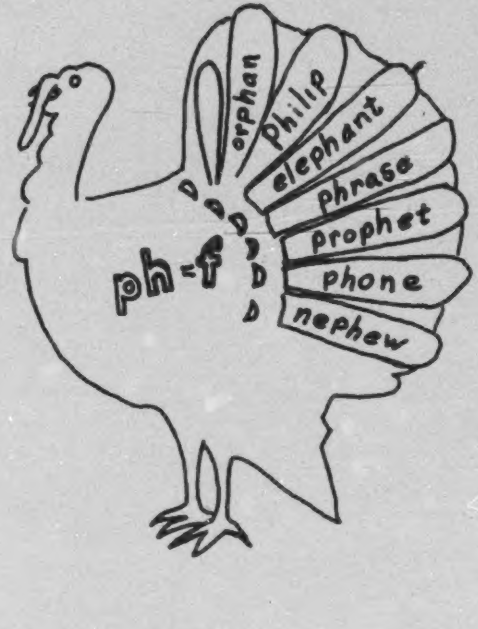
Teaching The Blends

Use a train on the blackboard with the blends instead of smoke. Have children say the blends. Let them see how many words they can make with the blends from the "Talking Train".



That Troublesome "WH". Frequently, small children have trouble with the phonogram wh. Some quickly overcome the difficulty if their imaginations are appealed to. Tell them each to hold one hand near his mouth, with palm up and fingers extended. Then ask them to think of a tiny fairy standing on the palm. They can blow the fairies away if they say certain words correctly. Next, ask the children to sound wh, cautioning them that unless their breath touches their hands, the fairies will not be blown away. Then have them repeat a number of words beginning with wh.

This Thanksgiving turkey sprouts a new feather every time a child comes up with a right answer. Make the turkey's body from brown tag or poster board. Cut strips for the feathers from different colors of construction paper and print the words or sounds to be learned on them. (The words could also be pasted over real feathers if you prefer.) As each new example of a rule is discussed, you or a child can pin or paste the appropriate feather onto the turkey's tail.



CONSONANT SOUNDS 1-2

When introducing a new sound to first-graders, also introduce a character whose name begins with that sound. Each character has a silly sentence made of words beginning with the same initial sound. The children quickly learn to identify the letter and its sound with the character, and the sillier the sentence, the better they remember it.

As the children progress in reading, the sound characters are of great help. If a child has trouble with an old word, I ask, "What letter does it begin with? Whose letter is that?" The child will name the character, say the silly sentence, and, with the help of that sound, figure out the word for himself.
Examples:

Buster Bug bites bad boys, but bypasses better behaved ones.

Donnie Donkey digs dandelions and daisies in the dusty ditch for dinner.

Finny Fish fiddles for fancy food foolish folk feed him.

Gussie Ghost glares and giggling girls get goosebumps.

Hooty Hoot Owl hoots and howls and hollers and haunts houses.

Joey Jack-O-Lantern jumps and jiggles and tells jolly jokes.

Candy Kangaroo keeps a key to the kitchen cupboard where cookies and cakes are kept.

Little Lennie Leprechaun likes to lick lemon lollipops.

Mickey Monkey makes many monkey faces in Mother's mirror.

Nicky Nut needs nine new knitting needles to knit noodles.

Peter Puppet put Papa's pennies in his pants pocket to pay for pink popsicles and pickles.

Quincy Quack quickly quits quarreling for a quarter.

Rascally Robbie Rabbit relishes red raspberries, rhubarb, and radishes.

Sad Sammy Soap sits silent in the soap dish seeping sanitary suds.

Tiny Tom, a tame turtle, is tired of trying to tell time to Teacher.

Vinnie Vulture gets his vim, vigor, and vitality from vitamins and vegetables.

Wicked Winnie Witch is watching and waiting and wondering if you will wander her way.

Young Yogi Yak yells and yodels, yearning for a yellow Yo-Yo.

Zelda Zebra zips through the zoo with her zither and xylophone.

Chubby Charlie Chipmunk chuckles and chatters and chases charming chickens.

Shaggy Sheep shivers and shakes in his shabby shorts.

Thrifty Thelma Thrush thrives on threee thorny thistles.

Whistling Willie whistles whild his white whale wheezes in the wheelbarrow.

Activities involving sound characters:

1. Make large picture chams for the bulletin board for each character and his sound. Pictures are obtained from magazines and old workbooks, or drawings are done by the children.

2. Each child should have his own sound scrapbook with a page for each character. A small picture of the character appears for identification along with his initial and his name. Several squares are outlined in which the child must draw or paste pictures with the same initial sound.

3. For a bulletin-board game, a pocket goes under each character. An envelope contains at least four pictures for each sound and the children sort them into the correct pockets.

4. Four characters at a time have a race. Into a bag to an equal number (more than five) of pictures for each of the four chosen sounds. The four characters are thumbtacked to the board, one under the other, and the board is chalked off horizontally into five word-length segments.

Players take turns drawing pictures from the bag. The beginning sound for each picture is matched to the cutout character having the same beginning sound, and that character moves forward a length (into the first of the 5 segments). The game continues until one of the racing characters crosses the finish line (fifth segment).. The excitement that builds up couldn't be greater if the Kentucky Derby were in progress!

5. The children make cutouts of the characters and fashion them into stick puppets, who talk in phrases using words having the same initial sounds.

6. It is fun to make up names of "friends" for the sound characters, and draw their pictures. For Sammy Soap, create these friends: Sad Sammy Sassafras, Celia Smudgepot, and Silly Suzy Sauerkraut.

7. To match the initial sounds of their first names, have girls and boys create new last names for themselves. For instance, Bobby Bugaboo, Sherly Shish-ka-bob, Davey Ding-dong, Linda Lollipop, and Paul Pumpernickel.

8. New and sillier sentences can be invented to top those of the teacher. "If you make Mickey Monkey mad, he'll mix mud in your mustard."

9. Riddles are popular. For example: "I'm thinking of something that starts like Donnie Donkey and is a beautiful yellow flower."

10. As the children become more skillful, they will begin to identify the consonants and blends in various positions in words. Then play "Chairs".

Place three chairs in a row, facing the class. The chair on the left represents the beginning sound of a word. The one on the right is for the final sound, and the charir in the middle is for all the sounds in between. Hold up one of the cutouts and say, "Listen to the word I'm going to say. You will hear Sammy Soap's sound. If it's the first sound you hear in the word, sit in this chair. (Indicate chair on left.) If it's the very last sound you hear, sit in that chair. (Indicate chair on right). If you hear this sound somewhere in the middle of the word, take Sammy and sit in the middle chair. Hold up your hand when you know where the sound is. Here's the word--whistle."

11. In a game called "Places", put two, three, or four cutouts in the pocket chart and tell the class they will hear all of those sounds in a word you are going to say. Then the children volunteer to put the characters in their proper places, according to where their sound is heard in the word. For example, if the word is butter, a child places Buster Bug at left, followed by Tiny Tommy Turtle, and then by Rascally Robbie Rabbit.

INSTRUCTOR, March, 1967

Initial Consonant Sounds and Blends

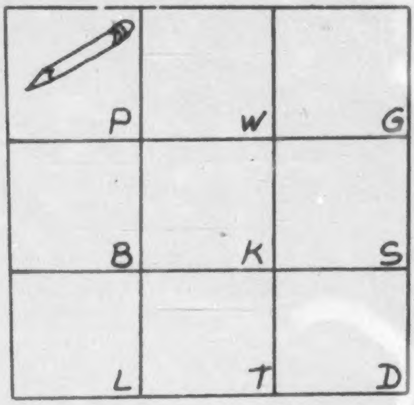
A phonetic sound is written on the board. Have children make up lists of words containing that sound. For example, CH sound might bring forth such words as church, inch, chest, porch, lunch. This activity can be done on a time basis, five minutes if desired, or given for home work.

Assignment: Find in magazines or newspapers, 10 words that have the CH sound. Write and have ready for the next reading class. This can be used in studying blends, short vowel and long vowel words etc.

Sound Pictures*

Divide the board into squares. In each square, write a different letter (or letters) which says a sound already studied by the class.

Example:



Introduction to the Class: First fold your drawing paper into thirds each way. Now look at the first square on the board. The letter "p" is written in it. Can you think of a word that begins with a "p" sound, Delores? Pencil, pig, pail, purse Yes, those are correct. You may draw in that square anything you can think of, the name of which starts with "p". Then go on to the next square. Say the sound to yourself and then draw in the square a picture of something that begins with that sound.

Variation: To adapt this activity for use as a group game, draw a similar diagram on the board and call on one child at a time to illustrate an object beginning with each of the given sounds.

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*Platts, Mary E., Sister Rose Marguerite s.g.c., Shumaker, Esther, SPICE, 1960, Educational Service, Inc.

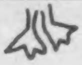
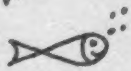
PHONICS

Initial Consonants

Preparation and Materials: Children will need writing paper, crayons, and pencils.

Write sentences on the board, and in each sentence, give children two choices for one word to complete that sentence. Make the two choices alike except for their initial consonants. Draw a picture "clue" for the appropriate word.

Example:

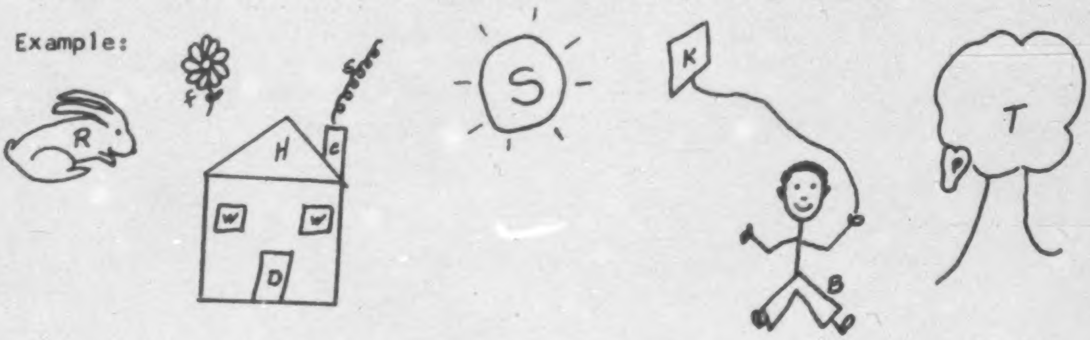
1. A duck has big (beet, feet). 
2. A (dish, fish) likes to swim. 
3. A bird can (fly, sly).
4. A clown has a funny (face, race).
5. A (tire, fire) is hot.

Introduction to the Class: On the board, are several sentences. Each sentence is complete except for the last word. You have two choices from which to pick the word which will correctly complete the sentence. The picture "clue" at the end of each sentence will help you know the meaning of the correct word.

Write one sentence at a time on your paper. Listen carefully to the sounds of the letters in the two words from which you may choose. Write just the one you think will correctly complete the sentence. You may draw the picture "clues" at the end of each sentence if you wish.*

Draw a picture on the board. Have children draw the same picture on a sheet of paper, then label all items with beginning letter.

Example:



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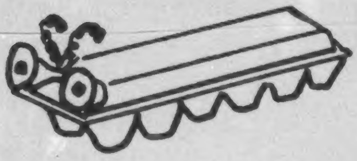
PHONICS FOR PRIMARY GRADES

Use "Ug the Bug" after children have been introduced to all beginning consonant, digraph, and blend sounds. He appears on the bulletin board:



I am Ug,
The rhyming bug.
Here I sit
Upon my rug.

I pick a word,
And then I sit,
And try to find
A rhyme for it.

Beneath him, place this sign: Will you help me? My word for today is--at (the word for the day is separate from the sign and can be changed daily). A small box is stapled to the bulletin board marked: "Put all your rhymes in here and sign your name." Nearby is a pocket chart, with consonant, blend, and digraph cards, alphabetically arranged.

b bl br c ch cl
cr d dr f fl fr
g gl gr h j k
l m n p pl pr
qu r s sc scr sh
sk sl sm sn sp spl
spr squ st str sw t
th thr tr tw v w
wh y z

When Ug appears, explain how and why he was made. (Ug could be created from paper mache, paper sculpture, or by painting an egg carton and adding pipe cleaner and paper features.) Take each sound card from the chart and hold it in front of the word AT. The children decide "in their heads" and aloud if it is a sensible word or not. "Bat" is a word, "chat" is a word, "zat" should be rejected. Continue all the way through the sound chart.

During free time, pupils print lists of words to go with Ug's daily word, putting their lists in the rhymes box. Every day the lists are read aloud.

To supplement lists, make flash cards combining Ug's word with almost all the sounds in the pocket chart. ("Almost" eliminates the possibility of any naughty words which might come up.) Volunteers then read these words aloud.

INITIAL CONSONANT SOUNDS

Use the alphabet for a dismissal beginning-sound-of-one's-name game. (This is excellent for teaching that letters say their own names, as well as saying other sounds.)

PHONICS

Beginning Consonants

Flight Plans

Purpose: To listen attentively in order to repeat the initial sound of a word.

Players: Small group divided into two teams.

Materials: Several sets of questions prepared in advance by the pupil leaders.

Directions: Two pupil leaders decide on a place where they are going to fly their airplane, for instance, Paris. One of them says, "We are going to fly to Paris. Will you help us with our flight plans by answering the following questions?" Members of each team take turns, and their answers must begin with the same sound as the airplane's destination, in this case Paris.

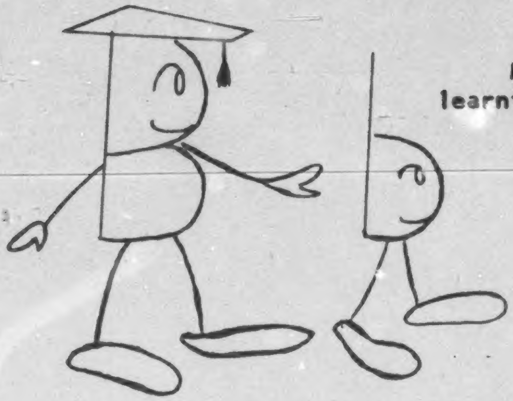
1. What is the airplane's name? (The answer might be Pinto)
2. What is the plane's cargo? (peanuts)
3. What color is the plane? (purple)
4. What is the navigator's name? (Paul)
5. What kind of weather will we have? (poor)
6. Who is the Co-pilot? (Peter)

Whenever a player answers correctly, he scores a point for his team. The team with the greatest number of points is the winner. Leaders may choose another initial sound whenever they desire. A trip could be made by train or by ship; and in these cases, a new set of questions should be developed by the teacher or pupils. Leaders should take turns in reading the questions from their lists. Different pairs of children should take turns being pupil leaders.

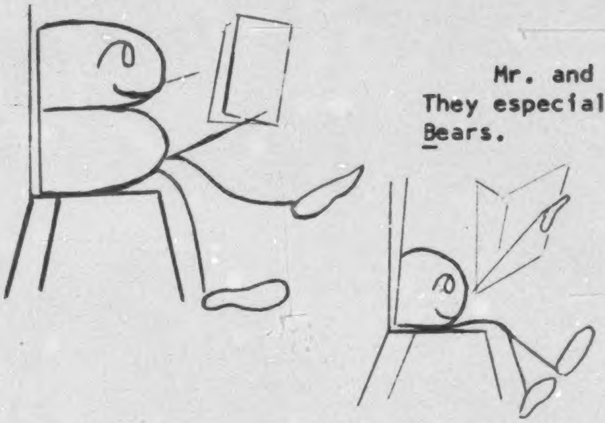
Wagner, Hosier, Reading Games, Teachers' Publishing Corporation

METHOD OF INTRODUCING PHONICS FOR KINDERGARTEN

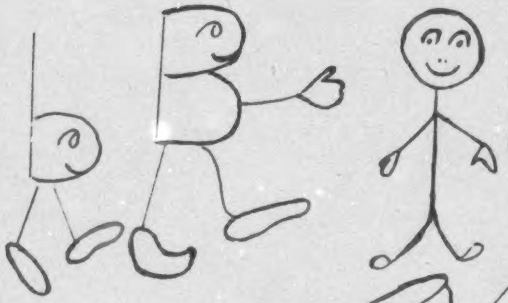
THE STORY OF MR. AND MRS. B



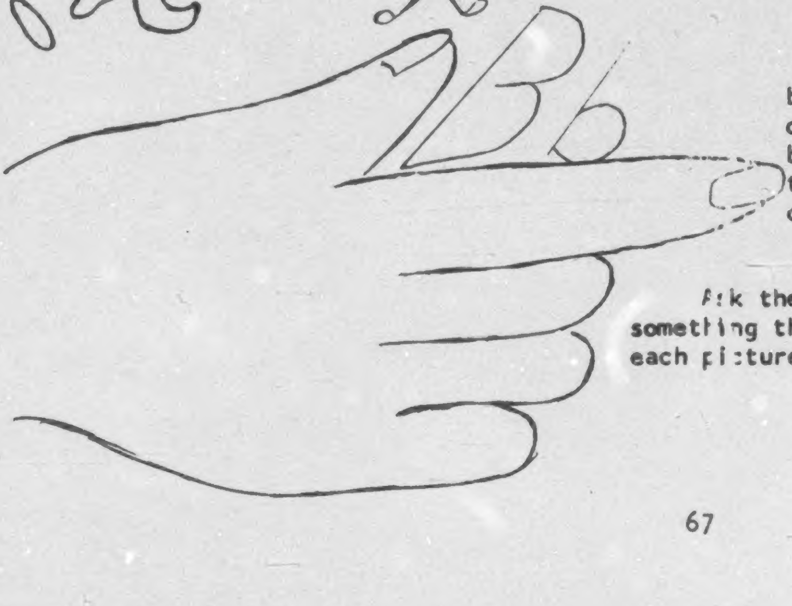
Mister B went to college. You see, he loved learning about the big world.



Mr. and Mrs. B often read good books together. They especially liked the story of the Three Little Bears.



Bob, Mrs. B's brother was so proud that they had met, for you see they are very important to you and me. Now I would like for you to meet Mr. and Mrs. B.



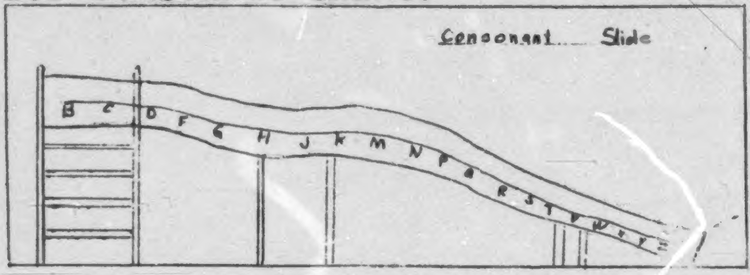
Write the story on the board before hand and have several children underline each word that begins with a lower-case letter b then repeat by underlining the capital B.

Ask the children to bring a picture of something that starts with b and discuss each picture orally.

SECOND GRADE

PHONIC GAME

Paste together two sheets (9x12) construction paper for consonant slide.

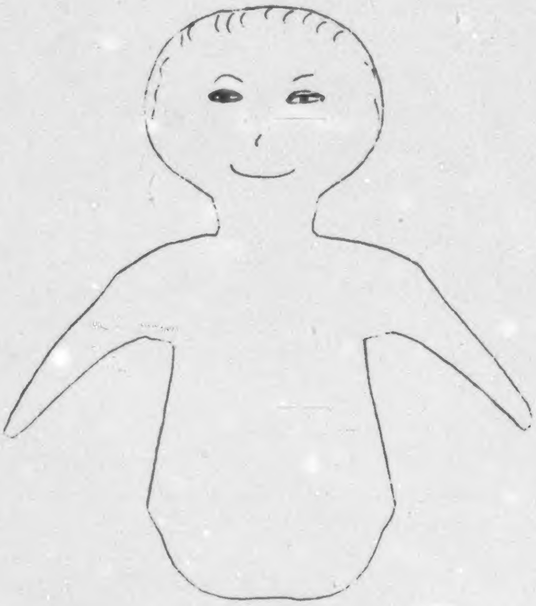


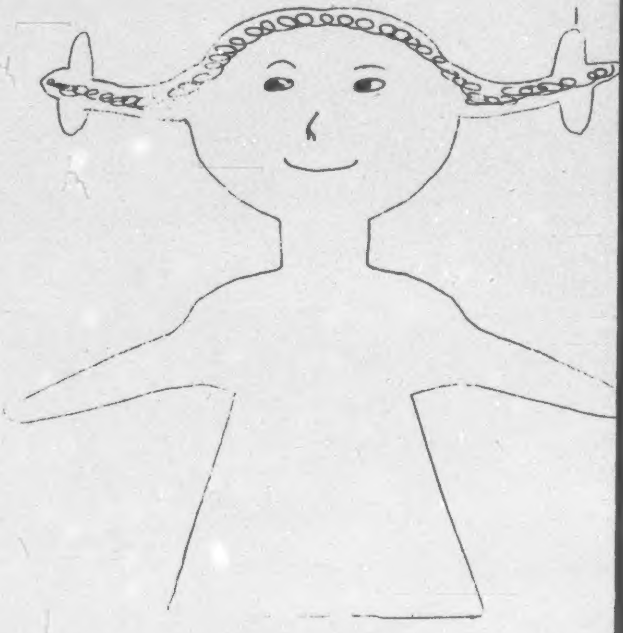
cut top sheet
insert a boy or girl

Use a check sheet for each child.
Check the (1)consonant sound
(2)word beginning with the sound.

Use flash cards made of construction paper for vowels (1)how the pupil pronounced the word
(2)long or short vowels.

Teacher's aid or student teacher could assist testing students individually.





CHECK SHEET

Student's Name ______________________

√ response correct

X response incorrect

Consonants

B____ __________
C____ __________
D____ __________
F____ __________
G____ __________
H____ __________
J____ __________
K____ __________
L____ __________
M____ __________
N____ __________
P____ __________
Q____ __________
R____ __________
S____ __________
T____ __________
V____ __________
W____ __________
X____ __________
Y____ __________
Z____ __________

Vowels

	Word	Long or Short
ran		
bed		
sit		
rob		
jump		
mat		
bell		
rid		
hop		
cut		
late		
green		
find		
toast		
use		
made		
neat		
fine		
robe		
huge		

Mother Goose Rhymes for Ear Training and Speech.

Rhymes	Sounds Taught
Baa, Baa, Black Sheep	b, sh
Mary Had a Little Lamb	l, e-snow, ool
Hey! Didle Didle!	d, dle, oon-spoon
Jack, Be Nimble	j, ick-quick
Jack and Jill	h, ill, own-down, ter
Hickory, Dickory, Dock	r, d
Little Jack Horner	h, review
Little Miss Muffet	m
Humpty Dumpty	w, f
Old Mother Hubbard	c, review
Sing a Song of Sixpence	s
Simple Simon	p, review
Little Tommy Tucker	t
Tom, Tom, the Piper's Son	st, review
Pussy-cat, Pussy-cat	qu, review
Peter, Peter, Pumpkin Eater	er, review
To Market, To Market	review
A Dillar, a Dollar	n, oon
Three Blind Mick	th (breath), i-wife
Cross Patch, Draw the Latch	ch
There Was A Crooked Man	cr, ou, review
Old King Cole	o-Cole

Mother Goose Rhymes are an excellent way to begin ear training. Jack and Jill will be used for an illustration. Show the picture and encourage discussion by means of questions as, "Who is in the picture? What were they doing? What happened to them? Wh will say the rhyme for us?"

If the children do not know the rhyme, teach it by rote. To add interest the teacher may say one line of the rhyme, the children the next line and so on to the end of the rhyme. The class may be divided into two groups and the rhyme recited in this manner. Two children may dramatize the rhyme as the others say it.

As the rhyme is said, have the children listen for words that sound alike. What word begins like Jack? What word rhymes or ends like Jill? What other words can you hear that sound alike? (down, crown) When the children understand this idea, have them connect these words with other words that sound like them. Singing simple rhymes is excellent ear training because the children learn to discriminate between sounds and to match tones.

Guessing Game: The teacher will say, "I am thinking of a word ending like hill. Who can guess what it is?" Some child may say, "Is it mill?" The teacher will reply, "It is mill", or "It is not mill". It is good training for the conversation to take place using sentences rather than one word replies.

Follow the Leader Game: The teacher will say a word. A child will repeat the word and say another that begins or rhymes with it. Another child will repeat both words and add another. Continue to see how many words can be repeated and added.

Hide and Seek: The teacher or a child will say "I am hiding in something that begins like rat." The others will guess. The one who guesses correctly may be "it".

Speak Without Sound Game: The teacher, and later the children, may labialize, or say a child's name only with the lips, making no sound. The child whose name was said raises her hand or says her own name. This helps children to see and feel how sounds are made.

Use of Jingles: The teacher may say a jingle and the children supply the rhyming words:

One, two, Buckle my ____________
Rub-a-dub! Three men in a __________
Three little kittens, Lost their ___________

Then the teacher and the children may make up original jingles, as:

My little black cat or Jack flew his kite
Caught a big, fat ______ In the dark __________

Tongue Twisters: Teach the children a few simple tongue twisters, as "Peter Piper picked a peck of pickled peppers". After they know a few, encourage them to make up a few of their own, as "Sally sings a song to Sister Sue" or "The ball went over the tall wall".

Line A Child: Use poems that the children have learned. Each child is to say a line of the poem as plainly and distinctly as possible.

Riddles: Teacher and children make up riddles about Mother Goose Rhymes, as "I had white bread and butter for supper. Who am I?" Another kind of riddle may be used:

I rhyme with Fred. I am a color. What am I?
I rhyme with cat. I have a long tail. What am I?

Which Does not Belong? The teacher may say a few rhyming words but put in one that does not belong. The children listen for and tell the word that does not rhyme.

king, sing, wing, ring, rat
eat, neat, feet, say, meat

Substitution of Simple Phonetic Terms.

The terminology that is used to designate the various elements of phonics is often confusing to the child. For instance, the difference between the terms "diphthong" and "digraph" is usually difficult for most children to distinguish--and sometimes for the teacher, also.

If the children are having difficulty with phonetic terms, the teacher (or school authorities) may select more simple terms to be used, as illustrated in this chart:

Phonetic Elements	For Difficult Terms	Substitute Simple Terms
c, f, n, (etc.)	Letter Phonograms or Phonemes	Consonant Sounds
ch, sh, th, wh,	Consonant Digraphs	Special Consonant Sounds
an, ay, ake, ill. (etc.)	Phonograms	Rhyming Ends
gr, st, pl, (etc.)	Compound Phonemes	Consonant Blends
ai, ay, ee, ea, oa	Vowel Digraphs	Vowel Combinations
au, aw, oi, oy, ou, ow	Diphthongs or Phonograms	Letter Teams
ar, er, ir, or, ur	Consonant Controllers	The Bossy "R"

Prentice-Hall, Teacher's Encyclopedia, 1966

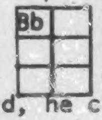
Phonics Games

TRAIN. A game to play with pictures showing words with long vowel sounds (or short). A leader says, "Who wants to ride on the ā train?" as he walks around the room. Each child has a ticket (a picture) in his hand. If he thinks he has one with an ā, he can show it to the leader, who asks "Can you hear ā in plate?" The class answers yes or no. If yes, the child may get on the train by putting his hands on the shoulders of the leader or the last person on the train. When all the ā's have been picked up, pick a new leader to start a train for those with ē tickets, etc.

RACING. Divide into two teams, each standing in a line about 10 feet from the board. The first one in the line holds a piece of chalk. The teacher calls a word, such as "table" and the 2 people first in line must run to the board and write "T", the beginning sound. The team whose racer is first (and correct) earns a point. This can be changed to final consonants or blends, or vowels, etc.

BULLETIN BOARD APPLE TREE. Make an apple tree of colored paper on the bulletin board. Hang on it, apples with the letters printed on them. Children can make baskets to hang under the tree for a few days. Have a day to pick apples. A child may have an apple to keep if he can say the letter.

CONSONANT BINGO. Divide a sheet of construction paper (one for each consonant) into 6 parts with ruler and magic marker. In the top corner print a consonant. You will need 5 or 6 small pictures on cards plus each letter on a card for each consonant. Shuffel the cards, and then call them one by one. As each child hears a letter sound for his playing board, he claims it. Whoever has 5 pictures and 1 letter card first wins (calls Bingo). (Ideal's box of consonant pictures can be used for this).



PHONICS KEYS. Cut out key shapes out of construction paper. On each, write a vowel or consonant blend or digraph that has been presented. Review frequently, and award a prize for one who knows all the "Keys". Use the keys to "unlock words".

A. Supplying the Beginning Letters

1. Put a letter before __all to make the name of something round.
2. Put two letters before __air to make the name of something we sit upon.
3. Put two letters before __ay to make the name of something we like to do.
4. Put a letter before __ed to make the name of something we sleep on.
5. Put a letter before __en to make the name of the pig's home.
6. Put two letters before __ock to make the name of something that tells time.
7. Put two letters before __ell to make the name of something we find on the beach.

B. Supplying the Ending Letters.

1. Put a letter after ca__ to show something we wear on our heads.
2. Put a letter after fa__ to show something we use when warm.
3. Put two letters after fl__ to show something we salute.
4. Put two letters after bre__ to show something we eat.
5. Put a letter after rid__ to show what we do on a horse.
6. Put two letters after cat__ to show what we do to a ball.
7. Put two letters after sn__ to show something soft and white.

C. Words Ending in "ing".

Find and underline all the words that end in "ing".

bring playing blow sing catch ring

chair boy fall morning blue girl

Fill in the missing words

1. We ______________ in school.
2. Can you ____________ the chair to me.
3. Mary has a new ____________.
4. Each ____________, I go to school.
5. The children like to ________ the bell.
6. The children are ___________ tag.

How many words ending in "ing" are in this exercise?

D. Finding Words that End Alike.

BEST COPY AVAILABLE

Look over the words below.

took
tall
bring

thing
fed
ball

men
call
ten

Ted
bring
Ned

then
book
pen

1. Underline the words that end like "look".
2. Put an X after the words that end like "bed".
3. Put an 0 about the words that end like "sing".
4. Put a M about the words that end like "all".
5. Put two lines under the words that end like "men".
6. Make up a new word that ends like "call".
7. Make up a word that ends like "wing".
8. Make up a word that ends like "bed".
9. Make up two words that end like "look".
10. Make up two words that end like "tall".

E. Rhyming.

Can you make words rhyme?

Read through each jingle carefully. Then supply the missing word.

1. There was a very funny clown,
Who turned all toyland upside ________.

2. Way up in the sky so very far,
There hangs a lovely shining ________.

3. The flowers nod, the shadows creep,
The little lambs have gone to _______.

4. The spring rain is so very sweet.
It softly falls upon the ________.

5. A lovely bird is going by,
5. He must by flying to the ___________.

F. Making Words.

Here are some beginnings and endings of words. Look over each row carefully. Then make words by putting beginnings and endings together.

______en
______et
______ed
______old
______eam
______oat
______ame
______ate
______ace
______ick
______at

_____eil
_____ip
_____ank
_____ing
_____ake
_____all
_____ow
_____ong
_____ine
_____age
_____eep

sn_____
ch_____
c______
sl_____
bl_____
sh_____
fl_____
p______
pl_____
tr_____
pr_____

sm_____
dr_____
r______
th_____
cr_____
s______
f______
str____
gr_____
br_____
wh_____

The Alphabet Game

Children are lined up in a straight line by numbers. Children draw their numbers from a box and line up 1-2-3-4-5-6-etc. One child passes letters one at a time in turn. Child must give a word beginning with that letter. If he fails, he must sit down. Sometimes combinations of letters are used. For example:

Child #1 in line receives the letter C. He gives the word--cat.
Child #2 in line receives the letter N. He gives the word--noise.
Child #3 receives the letter combination Ch. He might say--chair.

If he fails to give a word, he sits down. A time limit may be set or words given twice down the line. The ones remaining standing are winners. The letter X should not be included.

Easter Egg Word Game

Prepare your Easter eggs by blowing out the shells or hard boiling. Then dip the eggs in plain colors. When dry, paint a letter on each egg, big and plain. There should be an egg for each letter of the alphabet and extras of such letters as A, E, I, O, U, R, S, B, C, T, M, N, and Y. Hide the eggs before the party. Explain to the children that the object is to find letters and form them into words. The first person to spell a word from the egg letters is to shout. But the hunting and word-building should continue until you call time. A prize might go to the person who is first to make a word. You also might give a prize to the guest with the most words.

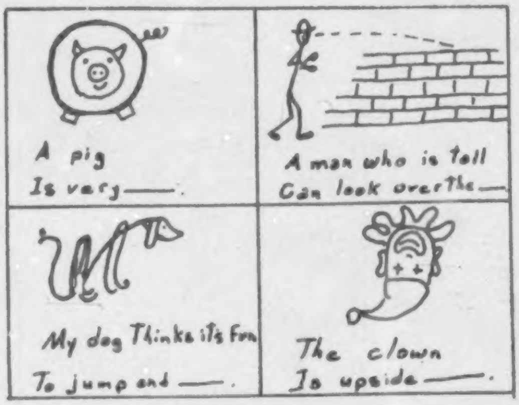
Rhyming Game

Divide the class into two groups. The leader of each group puts a word on the board. Each successive player, in turn, tries to find one that will rhyme with it. If he can't find a rhyming word, he will use another, and the following players will then write a word to rhyme with the new one. When each player has had a turn, the score is computed with the first word worth 1 point, the first rhyming word worth 2 points, and so forth. When a new word--that doesn't rhyme with the first--is used, it is equal to 1 point.

Making Rhymes

Preparation and Materials: Children will need drawing paper, pencils, and crayons. Divide the blackboard into squares. In each square, write a two-line rhyme omitting the last word of the second line. Illustrate each poem.

Example:



Introduction to the Class: First, you will need to fold your drawing paper into halves each way. Now let's look at the first section of the board. There is a picture, and part of a poem about the picture.

The picture shows a pig. The poem says, "A pig is very ________". What word do you think I could write in that blank so the second line would rhyme with the first, Tommy? Yes, big. Then the rhyme would say, "The pig is very big." You can finish the other rhymes in the same way.

You will want to use your crayons for the pictures, but remember to use your pencils for all the writing.

Changing Words

Preparation and Materials: Children will need writing paper and pencils. On the board, make a list of words which can be easily changed to new words by changing the initial consonants. For example:

1. play -- day, may, say, way, gay, hay
2. sat
3. lump
4. came
5. sing
6. make

(continued on next page)

Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, Spice, 1960, Educational Service, Inc.

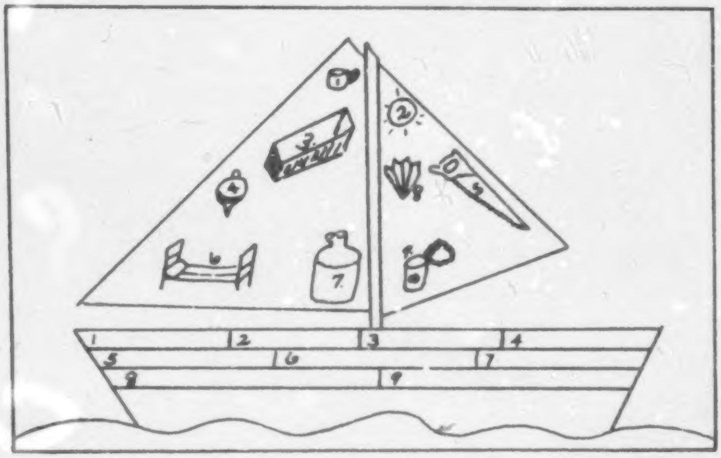
Changing Words (cont.)

Introduction to the Class: I have listed 6 words on the board. Beside each word I would like you to write as many rhyming words as you can think of. Remember that rhyming words often end the same way but begin with different sounds. See how many ways you can change the beginning of each word to make new words which rhyme.

Sailing

Preparation and Materials: Mimeograph sheets showing the illustration given below. Give one of these sheets to each child in the class. Children will need pencils and crayons.

Example:



Introduction to the Class: On the sails of this boat, you will find many pictures. Each picture has a number on it. What picture has the number 1 on it, Mary? Yes, the cup. How do you spell cup, David? Yes, c-u-p.

Now can you find the number "1" on the bottom of the boat? Will you write the word cup in the space after that number? Then find picture "2". Write that word in the space by number "2" on the bottom of the boat. You may do the others in the same way.

After you have finished writing all the words, you may color the pictures.

Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, Spice, 1960, Educational Service, Inc.

I'm Going to Aunt Susan's

The leader says, "I'm going to Aunt Susan's and I am going to take along some butter. You can go along if you can think of something that begins with the letter, b." The next child replies, "I will take along some buns." Continue the game by using other letters of the alphabet. Blends could be used in place of single letters. Children should be urged not to become overly excited so that they may all be able to think of good words.

Phonics Fun

Use one of the bulletin boards for free-time phonics and spelling drill and practice. On small squares of various colored construction paper, print letters of the alphabet, duplicating most of the letters. Tack the pieces at random on the bulletin board. The boys and girls are to arrange these letters to make words and sentences. They can scramble words for one another. They can also invent new words and discuss how they might be pronounced.

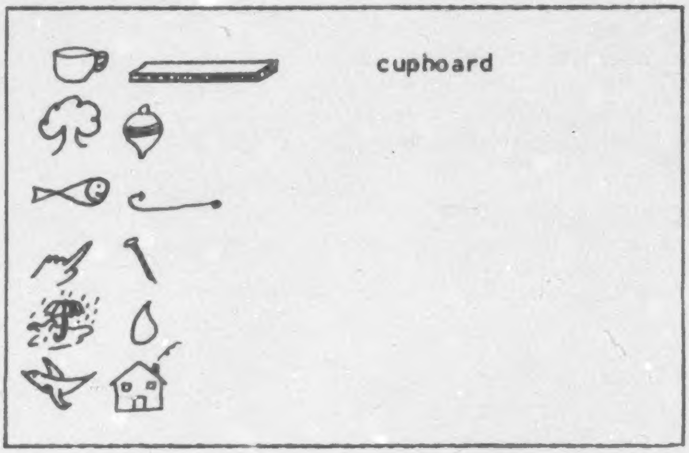
Compound Word Puzzles

Preparation and Materials: Children will need writing paper, pencils, and crayons. On the board, illustrate pairs of words which can be put together to form compound words.

Introduction to the Class: Here is a new kind of puzzle for you. If you will say the names of each of the two pictures in a row, you will hear a new compound word.

Draw one pair of pictures at a time. After these pictures, write the new compound word you hear. If you can spell each word separately, all you need to do is join them together to spell the new compound word.

Example:



(treetop)

(fishhook)

(fingernail)

(raindrop)

(birdhouse)

Story Puzzles

Preparation and Materials: Children will need writing paper and pencils. Have the children help compose a short creative story, which you write on the board as they dictate. After the story is complete, ask several children to read the story aloud to the class. Then go through the story and erase parts of words; blend letters, initial consonants, endings, digraphs, etc. Put a line to show where the missing letters should go.

Introduction to the Class: Now that I have erased parts of the story, I would like to have Jerry try to read it. Please "think out loud" the sounds of the missing letters as you read, Jerry.

Would you do the same please, Karen? (Continue in this manner until you are sure the children know how to fill in the missing letters.) Now I would like to have each of write this story. Whenever you come to a blank line, fill in the missing letters as you write.

Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, SPICE, 1960, Educational Service, Inc.

Hide and Seek*

Preparation and Materials: Children will need paper and pencils. On the board, list words which contain smaller words within them.

Example:

monkey
letter
basket
father
paper
stop
torn
rat
visit
chair
string
boats
pin
lamp
chant
today
pencil
fact

Introduction to the Class: Yesterday, we talked about the little words which are sometimes inside bigger words. Today, I would like to see how well you can find these little words.

First, you will need to fold your papers in thirds. Write one word at a time. Circle the little word you find hiding inside it. In some of these words, there are two or more little words hiding. When you find more than one little word hiding, circle each of the little words.

Syllables*

Preparation and Materials: Children will need writing paper and pencils. Make a list of words on the board.

Example:

1. grandmother grand-moth-er
2. understand un-der-stand
3. happy hap-py
4. going
5. look
6. window
7. table
8. elephant
9. ribbon
10. queen
11. prettiest
12. after

Introduction to the Class: Will you please fold your paper in half to make two columns? Now copy the list of words you see on the board. We are going to divide these words into syllables. Remember the rule for dividing words, "There are as many divisions in a word as there are vowel sounds in the word". How many syllables are there in the first word, grandmother, Jack? Yes, three. How would you divide that word into three syllables? Yes, grand-moth-er (teacher writes the divided word on the board).

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*Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, *Spice*, 1960, Educational Service, Inc.

Prefix-Suffix Game

arm	duct	vent	miss	test
-ful	con-	in-	-ion	-able
-y	in-	☒	dis-	-ing
-ory	con- -or	con-	ad- -ion	re-
-ament	pro-	pre- -ed	-ing	de- -ing

The purpose of this Bingo-type game is to help students recognize prefixes and suffixes quickly, and to decode words containing roots. Place five root words across top of card. In squares below, write a prefix, suffix, or both. When the caller says "conduct", a player looks under "duct" to find the prefix "con", and marks that square. If "conducter" were called, he would have to find "con" and "or" before claiming the word. New cards can be made as soon as the class appears to have mastered one set.

Suffix Rummy

Materials needed: Sixteen 2 by 3 inch cards of which four cards have the suffix "less"; four have "ish"; four have "ful"; and four have "ness". Sixteen other cards having one base word each. Use words such as: kind, neat, boy, fear, use, wonder.

Directions: The sixteen base-word cards are dealt out to the players. The suffix cards are put face down in a pile in the center. The first player draws a suffix card. If he can add the suffix to one of the words in his hand, he lays this pair down. (Cards should be placed face up so the umpire can determine whether they make a new word.) If he cannot make a new word, he puts the suffix card under the pile from which it was drawn, and the next player gets a turn. The person to lay down four pairs first wins. More suffixes and base words can be used as the children become more adept. Prefixes could also be used.

Marking Vowels

Preparation and Materials: Children will need writing paper and pencils. Make a list of words on the board. Some should contain short vowel sounds, some long-vowel sounds, and some silent vowels.

Example:

1. hŏt
2. bō~~a~~t
3. chĭldrĕn
4. tīm~~e~~
5. get
6. leave
7. fish
8. cap
9. invite
10. which
11. cut
12. use
13. hole
14. bed
15. rain
16. music
17. read
18. he

Introduction to the Class: First, I would like you to fold your paper in thirds to make three columns. Next, you may write the list of words that you see on the board.

Now say the first word, hot, to yourself. The vowel in that word is "o". Is the "o" short or long, Jerry? Yes, short, so put the mark for a short vowel above the "o" like this (teacher demonstrates).

Will you tell me how the vowels sound in the second word, boat, Karen? Yes, the "o" is long (teacher marks the "o" long) and the "a" is silent (teacher crosses out the silent "a".

You may mark the vowels in the other words in the same way. Show whether each vowel is short, long, or silent.

Platts, Mary E., Sister Rose Marguerite, s.g.c., Shumaker, Esther, Spice, 1960, Educational Service, Inc.

FINDING LITTLE WORDS IN BIG WORDS. CIRCLE THE LITTLE WORDS, WRITE THEM IN THE BLANK. IT YOU FIND MORE THAN ONE, WRITE ALL THE LITTLE WORDS YOU FIND.

grain____________
flight____________
visit____________
where____________
Sunday____________
years____________
started____________
spring____________
banker____________
swell____________
slap____________
yesterday____________
letters____________
acorn____________
ditch____________
rabbits____________
present____________
brother____________
dinky____________
date____________
carpet____________
strain____________
German____________

eggbeater____________
beside____________
stall____________
wheat____________
capitol____________
fortune____________
planted____________
candle____________
always____________
hate____________
spats____________
born____________
plants____________
spinning____________
drag____________
struggle____________
strain____________
force____________
surely____________
upon____________
suppose____________
petal____________
northern____________

secure____________
matter____________
fled____________
pinch____________
scar____________
below____________
interest____________
different____________
boats____________
supper____________
family____________

Instructional Aid

Reading Consultant
Psychological Services

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Finish each sentence with one word from the list.

verb
noun
comma
plural

period
pronoun
sentence
antonyms

homonyms
synonyms
singular
syllables

apostrophe
friendly
contractions
alphabetically

1. A statement ends with a ______________________.
2. A ________________ takes the place of a noun.
3. Words that name one are ____________________.
4. Words that name more than one are ________________.
5. A word that expresses action is a ___________________.
6. Shortened words with apostrophes are called __________________________.
7. Use an _________________ where letters are omitted.
8. Words with opposite meanings are ____________________.
9. Words with similar meanings are ________________.
10. Words that sound alike are _____________________.
11. Place a _________________ after an initial.
12. Use a _________________ to separate words in a series.
13. A _____________________ names a person, thing, or place.
14. A ____________________ is a group of words that tells a thought.
15. Words in a dictionary are arranged ____________________.
16. Long words are divided into ________________________.

NAME____ SCORE________

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Read-Study: Word Structure Inventory

Name ______________________ Grade __________ Date __________ Score __________

(A) Plurals. Words are plural when they mean more than one. Plurals may be formed by: adding s or es; changing y to i and adding es; or by changing f to v and adding s or es. Write the plural forms of the words below.

1. box ____________________
2. loaf ____________________
3. strike ____________________
4. donkey ____________________
5. class ____________________
6. flash ____________________
7. wife ____________________
8. patch ____________________
9. message ____________________
10. factory ____________________

(B) Word Endings. We add ing to words after crossing out the final e of words ending in e. We double the final consonant of some words that end in a consonant. The words below end in ing. Write the root word of each word below.

1. batting ____________________
2. trading ____________________
3. stripping ____________________
4. popping ____________________
5. erasing ____________________
6. shining ____________________
7. grabbing ____________________
8. trimming ____________________

(C) Root Words. A root is a base word to which word parts may be added. Write the root word for each word below. The first two are done for you.

1. remodel ____________________
2. farmer ____________________
3. discover ____________________
4. lawful ____________________
5. drummed ____________________
6. maiden ____________________
7. rental ____________________
8. invisible ____________________
9. safety ____________________
10. joyous ____________________

(D) Prefixes and Suffixes. A prefix is a word part added to the beginning of a root word. A suffix is an ending added to a root word. Write each prefix or suffix in the words below.

1. ____________ untie ____________
2. ____________ recap ____________
3. ____________ hopeful ____________
4. ____________ unevenly ____________
5. ____________ preview ____________
6. ____________ retouching ____________

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(E) Syllables. There are as many syllables in a word as there are vowel sounds. Say these words: Milk (1 syllable); but/ton (2 syllables). Say each word below and write the number of syllables in each word. Then, divide the words into syllables. The first one is done for you.

1.	airport	2	air/port
2.	ribbon		
3.	window		
4.	change		
5.	footstep		
6.	sent		
7.	tennis		
8.	admit		
9.	dugout		
10.	rosebud		
11.	muffin		
12.	mail		
13.	bus		

DIVIDING WORDS INTO SYLLABLES

To count the syllables in a word, hold your finger under your chin, or feel your jaw muscles flex, as you say the word. Your chil will bump, or your jaws will flex, every place a syllable should be marked in the word.

1. When two consonants come together inside a word, the word is usually divided between the two consonants.

   win/ter ser/vice bas/ket col/lege stub/born cof/fee

2. When three or more consonants come together inside a word, the word is usually divided between the sound units which the consonants make

   in/flect un/clear com/plain trans/fer length/wise trans/gress

3. When two "speaking" vowels come together inside a word, the word is usually divided between the two vowels.

   cre/ate Si/am bi/as cru/el ra/di/o bi/ol/o/gy re/act

4. When a single consonant comes between two speaking vowels, the consonant usually stays with the "stronger" vowel, when the word is divided.

   a. If the first vowel is "strong", it usually pushes the consonant to the right, to the next syllable.

      a/bove i/tem va/ca/tion pa/per mo/tor stu/dent

   b. If the second vowel is "strong", it usually pushes the consonant back to the left, to the preceding syllable.

      hom/o/graph cur/i/ous com/ing mag/a/zine cous/in

5. Prefixes and suffixes are usually divided from the rest of the word.

   un/able com/fort/ing sur/pris/ing or/der/ly in/tem/per/ance

6. Final syllables such as -ble, -cle, -gle, and -tle are not divided.

   ta/ble un/cle bu/gle bus/tle

7. Suffixes such as -ed and -es are not divided from the word unless the e speaks.

   wait/ed want/ed hors/es ros/es

   NOT DIVIDED: talked watched wa/tered flies wakes

SPELLING CHANGES IN WORDS

1. When a word (or accented syllable) ends with a single consonant letter, the consonant often doubles before a suffix that begins with a vowel.

   runn-ing   robb-er   sitt-ing   upp-er   humm-ing   tonn-age   hidd-en

   omitt-ed   regrett-ing   submitt-ing   referr-ing

2. When a word (or accented syllable) ends with a single consonant that follows more than one vowel, the final consonant usually is *not* doubled when a suffix is added.

   seed-ed   dream-er   hear-ing   beat-er   succeed-ed

3. When a word ends with silent *e*, the *e* is taken away before a suffix that begins with a vowel.

   bite - biting   sue - sued   hope - hopes   take - taken

4. When a word ends with silent *e* that follows a consonant, the *e* is usually kept with a suffix that begins with a consonant.

   love - lovely   taste - tasteful   base - basement   hope - hopeful

5. When a word ends with *y* that follows a consonant, the *y* usually changes to *i* when a suffix is added.

   runny - runniest   furry - furrier   cry - cries   dry - dried

   NOTE: The *y* usually is kept before a suffix that begins with *i*.

   dry - drying   hurry - hurrying   baby - babish

6. When a word ends in a *y* that follows a vowel, the *y* is kept when a suffix is added.

   say - saying   boy - boyish   buy - buyer   play - playful

7. When a word ends with a vowel sound, all of the letters that are used to spell the vowel sound are kept when a suffix is added.

   bow - bowing   sew - sewer   throw - throwing   high - highly

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VOCABULARY

1. Label pictures and objects.
2. Make and use picture dictionaries.
3. Match up: rhyming words; homonyms; synonyms; antonyms.
4. Classify words under appropriate headings.
5. Locate words by underlining, pointing, drawing a ring around, drawing a box around.
6. Learn Dolch's Basic Sight Vocabulary. Develop word lists, from words children especially want to learn.
7. Make word cards with pictures for children having difficulty learning words. The child can make them about a subject he is interested in. Keep adding to them to build a vocabulary.
8. Use children's magazines for high interest. There are pages especially for word skills.
9. Take field trips followed by lively discussion. recording new words on the board.
10. Make experience chart stories; or each child can write his own report.
11. Practical and creative writing activities, such as reports, lists, stories, poems, jingles, riddles, and plays, grow out of classroom subjects.
12. Have 'Show and Tell' period. Lay the foundation for informal class conversations and discussions.
13. Read to pupils each day. Use high-interest stories, something that is too hard for them to read by themselves.
14. Use the EDL Reading Machine stories with a follow-up of questions.
15. Encourage wide reading for information and pleasure. Provide a good variety of books in the room. Check out from city or school library as needed for specific subjects.
16. Using simple dictionaries, begin to learn how to find a word in the dictionary.
17. Play a game which requires each player to change the meaning of a word by adding a different word. Example: dog can become: hot dog, corn dog, sheep dog, dog-face, dog-eared, etc. Each player must explain what his word means.

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SIGHT VOCABULARY GAMES 1-6

Bean Bag Hopscotch Draw a hopscotch game on the floor with chalk. Print a word, or several, in each box. Have the children select partners. One child tosses a bean bag into a box, and his partner must read the words in that box. If he does it correctly, the team gets a point. (Point values can also be awarded according to word difficulty.) For extra points, a child uses the word in sentences, gives synonyms, etc.

Choose Make a deck of cards, each with one of the vocabulary words on it. From two to six children play at a time. The first child picks a card from the deck, shows it and reads the word. If he does it correctly, he keeps the card; if not, it goes back in the deck. The next player does the same, and so on, until the deck is exhausted. The child with the most cards at the end is the winner.

Search Make two cards for each word on the vocabulary list. Each player is dealt three cards; the rest are placed face down on the table. The object of the game is to collect word pairs. The first player asks the person next to him for the mate of one of his cards. If the second child has it, he must relinquish it; if not, the first child takes a card from those on the table. Then it's the next person's turn.

Treasure Chest Three or four children can play at once. Supply each with a decorated box to serve as a "treasure chest". One child is the leader. He holds up a word card, and the first player to say the word gets the card for his "treasure chest". The child with the most cards at the end of a round becomes the next leader.

Blankety Blanks Insert several blanks into a deck of word cards. In turn, a player picks a card from the deck. If he reads the word correctly, he keeps the card. If he doesn't know the word, the card goes back in the deck. If he draws a blank, he must let the player next to him pick a card from his hand. The child with the most cards at the end of the game wins.

Word Rummy Make three playing cards for each word on the vocabulary list. Each player is dealt six cards; the rest are left in the deck, except for one card, which is turned face up to start a discard pile. In turn, a child takes a card from the deck or from the discard pile. He reads it and puts it in his hand. If he cannot read it, he passes it on to his neighbor. In either case, he discards one card. The aim of the game: To be the first to get two three-of-a-kind sets.

What Is It? Supply each child with a ditto copy of a word list. All of the words should fall into two or three categories posted on the chalkboard. The children race to see who can be the first to correctly categorize all the words.

Synonym Relay List 10 or 12 words across the chalkboard. Give the first child in each row a piece of chalk. At the "go" signal, each of these children runs to the board and races to write in a synonym for one of the words. He then turns his chalk over to the second child in his row and so on, until everybody has had a turn.

Sight Vocabulary Games

DUCK IN THE PUDDLE

Hold up flash cards and ask different children to answer them. A child who misses an answer becomes a "Duck in the Puddle", and must stand in a 'puddle'. The game continues. The Duck in the Puddle can get out of the puddle only by answering a flash card before the child called on does. Then the duck takes his seat and the child who misses goes to the duck puddle.

FEED THE ELEPHANT

Draw and cut out an elephant, side view, from cardboard or masonite. Paint one side. On the back attach a small toy horn. Make flash cards for reading drill in the shape of peanuts. As the "peanuts" are held up, children take turns saying the words. If a child knows a word, he feeds the elephant. If he misses, the elephant "trumpets" (horn blows), and does not get the "peanut". Note--if you find that children are deliberately missing words to hear the elephant trumpet, try a different approach: Have the elephant trumpet, as a thank you, when he gets a peanut to eat.

FEED THE RABBIT

Draw and cut out a large rabbit, about 3' tall. (You might have him wearing overalls, shirt, and button shoes). Cut the opening for the mouth. Make flash cards in the shape of carrots on orange construction paper. If the child can say the word when it is held up, he gets to feed the "carrot" to the rabbit. If the rabbit is made of cardboard, it can be stapled or glued to a shoe box and will stand up. The shoe box will catch the cards as they fall.

LET'S SPELL

Write 12 or 15 words on the chalkboard. One child is 'It'. He chooses a word, and whispers it to the teacher. The others must guess it. "It" calls on someone, who says, "Is it cat, c-a-t?" If correct, 'It' answers, "Yes, the word is cat, c-a-t," and the child who guessed becomes 'It'. If incorrect, 'It' answers, "No, the word is not cat, c-a-t." and checks it to show it has been named. Continue until someone guesses the word. In guessing, each child must both pronounce and spell the word, and in return 'It' must pronounce and spell each word guessed.

THE FAIRY'S WAND

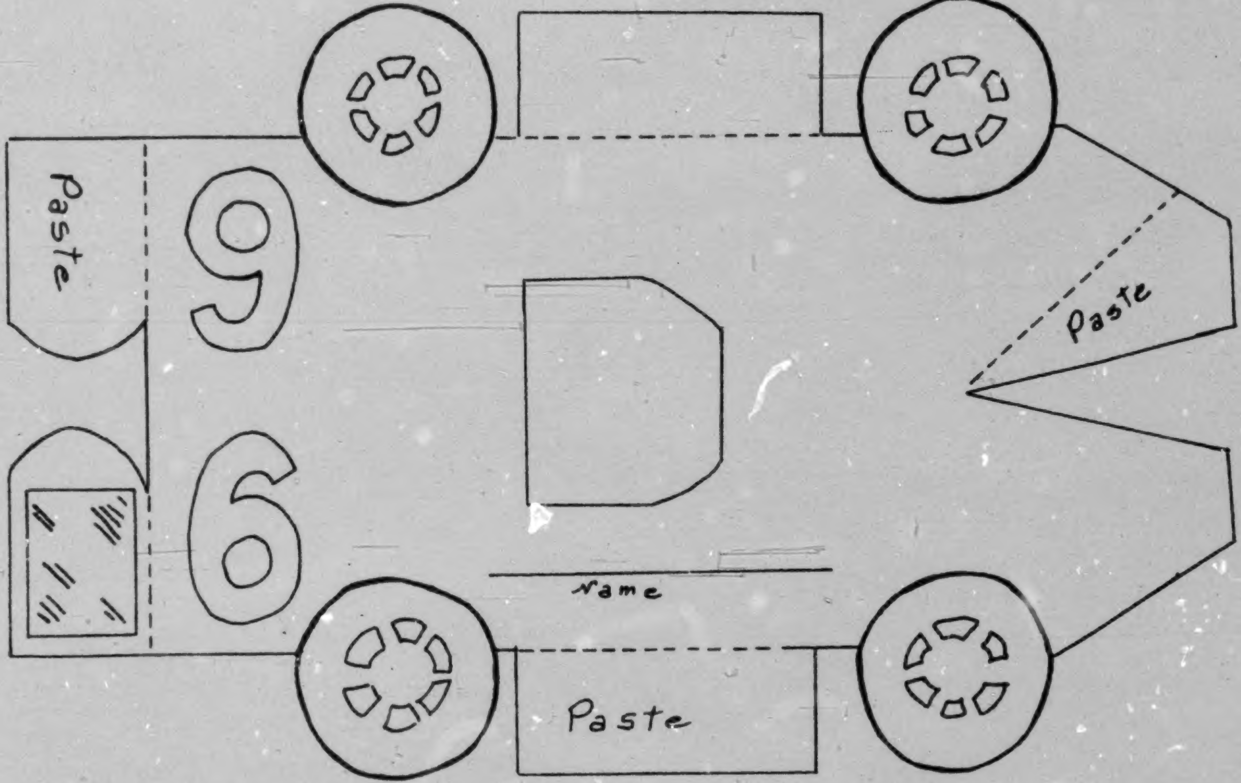
Use a dowel-stick magic wand for flashcard and number combination drill. One child takes the wand and touches a child softly. As the wand touches a child, he answers the card held up by the teacher or another child. If he fails to answer, the one with the magic wand quickly passes to another child. It provides for quick drill exercises as no names are called. The magic touch seems to be very inspiring and primary children respond eagerly.

VOCABULARY

Road Race Game

Make a car for each child, out of construction paper (pattern below). Print each child's name on his own car.

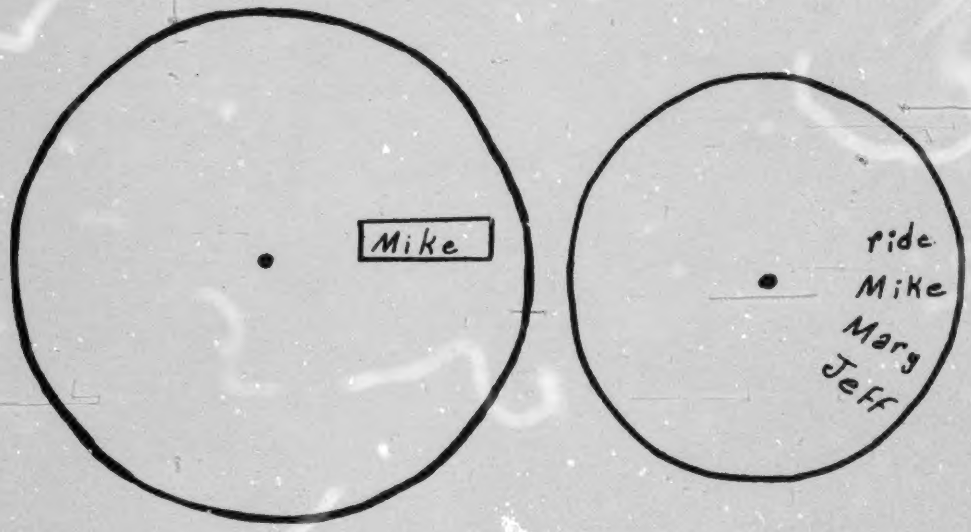
Let children draw road scenes on the blackboard with colored chalk (or use bulletin board and attach pictures drawn by the children, or paper silhouettes). Make vertical lines on the board indicating distance: 10 miles, 20 miles, 30 miles, etc. Tack pieces of yarn from one side of the board to the other (one piece of yarn for each child). Use a paper clip to fasten each car to a string of yarn, at the starting line. Each time a child can recognize a specified number of flashcards, he moves his car ahead a specified number of miles. This can be adapted for spelling, math, reading a specified number of library books, etc.



VOCABULARY

A Word Drill Wheel

A word drill wheel is nice for the pre-primers. Make two circles. The words are on the smaller circle. Cut a hole for the word to show through in the top circle. Fasten with a 1" shank brad, so the top circle can be rotated.



Word Tree

During the fall season, each child makes a 'tree' by sticking a twig in a soup can filled with sand, Leaves are cut in various shapes from red, yellow, and brown construction paper. As he learns a new word from his outside reading, the child copies it on a construction paper leaf and tapes it to his tree. At Christmas time, use ornaments rather than leaves. In Spring, green leaves and flowers might be used. When interest lags, have students take the trees home to read to parents.

We Help Santa Pack Toys

On the chalkboard is written a letter from Santa asking for help in packing toys. He has so much to do and so many places to visit that he just has to have helpers. The class chooses long and short vowel toys, also toys with word blends.

Long and Short A Toys--
- rakes
- tables
- cake set
- rabbits
- maps
- caps
- jack-in-the-box
- pails
- saddles
- tablets
- hats
- lamps

Long and Short E Toys--
- beds
- sleds
- needles
- sheep
- beetles
- kettles
- men
- pens
- hens
- sheets

WORD RECOGNITION

Make a column of word beginnings and another of word endings. The object is to combine the beginnings and endings to make as many words as possible.

br	ock
th	eam
cl	ing
dr	ink

Word Bingo. Make cards using the same words, but in different order. Play like bingo.

together	couple	string	travel	noise
course	storm	straw	threw	once
scene	clerk	FREE	spend	thought
scale	curb	chief	pond	crumb
theater	herd	their	sting	climb

Word similarities: Use the ending "all" for example, put on a new beginning: ball, fall, call, etc. Use the word, belt, change the 'b' to 'f' and ask children to use what they know about sounds to make new words. Use prefixes and suffixes in the same manner.

Use words in different context and transfer the meaning to different sentences.

Use flash cards for drill. Study rhyming words.

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VOCABULARY

Ten words: a, and, I, in, is, it, of, the, that, and to make up about one-fourth of the words in the average piece of reading matter printed in English. These words and such words as the 95 most common nouns and the 220 basic sight words on the Dolch lists should be in the instantaneous-recognition vocabularies of all children since they occur so frequently. Teachers should do everything possible to insure that children in the low groups correctly recognize all these words in a flash, even when not within meaningful context.

Suggested Techniques:

1. A test can be made by putting these basic sight words on cards. Those that can not be immediately recognized should be given for intensive practice during reading periods with low groups.

2. Arrange the words on which pupils need practice into series of steps of about 20 words to each series, with a single word forming each step. Put such a series of stair steps on the bulletin board and advance children up the stairs as soon as they are able to name each word quickly and without error.

3. Have children circle the basic sight words on a page they are using in their daily work to prove to them how frequently the words are used.

4. Construct a buzzer board by putting words together in groups of four and wiring one of the words to a buzzer. The teacher or another pupil pronounces the word, and the buzzer sounds if the child touches the correct word.

Humphrey, Jack W., A Basic Program To Prevent Reading Problems, Houghton-Mifflin Company

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The Dolch Basic Sight Vocabulary[1]

A BASIC SIGHT VOCABULARY OF 220 WORDS, COMPRISING ALL WORDS, EXCEPT NOUNS, COMMON TO THE WORD LIST OF INTERNATIONAL KINDERGARTEN UNION, THE GATES LIST, AND THE WHEELER-HOWELL LIST.

Conjunctions

and
as
because
but
if
or

Prepositions

after
about
at
by
down
for
from
in
into
of
on
over
to
under
*upon
with

Pronouns

he
her
him
his
I
it
*its
me
my
*myself
our
she
that
their
them
these
they
this
*those
us
we
what
*which
who
you
your

Adverbs

again
*always
around
away
*before
far
fast
first
here
how
just
much
never
no
not
now
off
once
only
out
so
soon
then
there
today
*together
too
up
very
*well
when
where
why
yes

Adjectives

a
all
an
any
best
*better
big
black
blue
both
brown
*clean
cold
*eight
every
*five
four
full
funny
good
green
hot
kind
*light
little
long
many
new
old
one
*own
pretty
red
right
round
*seven
*six
small
some
ten
the
three
two
warm
white
yellow

Verbs

am
are
ask
ate
be
been
bring
buy
call
came
can
carry
come
could
cut
did
do
does
*done
don't
draw
drink
eat
fall
find
fly
found
gave
get
give
go
*goes
going
got
grow
had
has
have
help
hold
*hurt
is
jump
keep
know
laugh
let
like
live
look
made
make
may
must
open
pick
play
please
pull
put
ran
read
ride
run
said
saw
say
see
shall
show
sing
sit
sleep
*start
stop
take
tell
thank
think
*try
*use
walk
want
was
*wash
went
were
will
wish
work
would
*write

If child knows all 220 Dolch words, his vocabulary is that of middle grade 3. Should he know ½ of them, he is middle 2. If he knows only a ¼, he is still grade 1. Beyond grade 3, he should not be relying on his sight vocabulary alone. He should have developed other attack skills.

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1. Dolch, E.W. "A Basic Sight Vocabulary," The Elementary School Journal, XXXVI (February, 1936, 456-60)

2. Dolch, E.W. "Manual for Remedial Reading," 1953, Garrard Press Page 102-3

* The twenty-seven words marked with asterisks were included in only two of the lists.

Place a list of words on the board, taken from the different stories read. Practice pronouncing the word, then learning the meaning, by using it in several different forms. Tell child that he must first learn the meaning of the words and increase his vocabulary by unlocking everyday words or words that are unfamiliar to him.

Read aloud poems introduced in readers and english books. Give each child a chance to express his feelings by tone of voice and pronunciation.

Inferred meaning from context clues. (Draw a line from each sentence to the right animal name).

1. When they sleep, they lie soft and still.
2. When they sleep, they tuck their heads away.
3. When they sleep, they hang their heads.
4. When they sleep, they curl up in a ball.

Little birds
Little mice
Kittens
Horses

Getting word meaning from context. Clues are:

1. Experience, comparison or contrast, synonyms, familiar expressions, summary, reflection of mood or situation.

2. Structural analysis of words - inflections and roots

3. Common prefixes, suffixes, and roots.

4. Syllabication.

5. Phonetic analysis.

6. Dictionary Skills

VOCABULARY

Children must have a good sight vocabulary before they can profit much from word analysis and phonics. Have children make picture dictionaries, take trips and look at pictures to build ideas; then let children talk about the pictures and help you make simple stories that express these ideas.

Introduce new words through firsthand experience whenever possible. Experience must come before reading. If a child knows a spoken word and its meaning, he then has to deal with only one unknown--the unknown printed word.

Teach children to look at a new word carefully, noting its parts and distinctive features, and building related words from it. Have him pronounce it accurately and write it from memory.

Give practice in recognizing new words: play simple word recognition games, build sentences using the new word, carry out directions in which the new word is used, and read it in simple stories and plays.

Start the day with news stories (oral) and print one or two sentences to tell the more interesting news items. Make a particular effort to include in this informal reading the words these children will be meeting in their readers.

Use expereince Stories. Following are some examples:

LIFE ON A FARM

I live on a farm.
My father raises wheat, corn, and hay.
We have many animals on our farm.
I like horses best because I can ride them.

THE COCONUT

The teacher brought a coconut to school.
We drilled holes in it to drink the milk.
We tasted the milk. No one liked it.
Then we broke the shell and took out the white meat.
We all liked the white meat.
We put the coconut shell in our museum.

Do not feel obligated to get the children ready for the next grade. Start where the children are, and try to progress only as fast and as far as the pupils' capacities will permit. More progress can be made by letting students experience success at a low level and gradually working up to a higher level, than by subjecting them to defeat and frustration by requiring them to attempt material beyond their ability.

Word Recognition Aids

1. Visual analysis--seeing likenesses and differences between new and familiar words; general configuration; length of word; familiar beginnings and endings; known word within the new word, etc.

2. Phonetic analysis--sounding the word; recognizing familiar beginnings and endings; familiar parts within the word; dividing the word into syllables, etc.

3. Recognition through context clues--getting the meaning from the way the word is used in the sentence.

4. Combination of all three methods--Write one or more words on the board that are new to the class and see if they can pronounce this word with phonics alone. If they are still stumped, give this word in a sentence, leaving this word out. Usually the word will be known promptly. Discuss why other words would not fit either phonetically or in context.

5. Present the following chart to students as a guide to Word Recognition.

TECHNIQUES IN STUDYING WORDS

1. Look at the whole word.
2. How does it begin?
3. Count the vowels.
4. Decide which sound seems reasonable.
5. How does the word end?
6. Make the sounds quickly and smoothly.
7. Does the word have more than one syllable?
8. How many syllables are there?
9. Is there a root word?

Authorities agree that instruction in phonics should not be begun until a sight vocabulary of from 100 to 300 words has been developed; although, ear training (teaching children to recognize words that sound alike when they hear them) may be started earlier. Commonly used words, first recognized phonetically, should become a part of the child's sight vocabulary as rapidly as possible. The phonetic method is too time-consuming to be continued indefinitely in recognizing frequently recurring words, but is valuable for attacking unknown words.

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VOCABULARY

Picture Dictionary

A never ending problem of all early primary teachers is discovering sufficient independent activities. Toward the end of the year when children have considerable vocabularies try a picture dictionary. A child may work independently or in a small subgroup utilizing whatever resources are available. The dictionaries may vary from at least one word per letter to dozens.

Children may use classroom dictionaries for help. They may hunt through magazines, catalogs, newspapers, calendars; others may draw their own illustrations. During a discussion period, have them share new words and help each other with hard-to-find pictures.

Word Categories

Most second-grade classrooms have some kind of simple dictionary. To give practice in its use, this independent activity is both helpful and fun to do. Choose a category like "something to eat," "something that moves', "something that can be seen indoors', and so on.

Have children go through the book choosing one word for each letter of the alphabet. For the "something that you can eat" category, they might find apple, bread, cake, duck, eggs, and so on. It is understood, of course, that some letters (such as Q, X, or Z) may not have a word fitting the category of the day.

Reading Game

A bulletin board tree can serve as an exciting reading game for primary educable children. Pictures and silhouettes of Christmas symbols are made or purchased and mounted on a tree shape on the bulletin board. Cut-paper tree branches are labeled with the name of the symbol. These branches are removable so that the children can use them for a reading game, matching the words on the branches to the picture on the tree. Many minimal readers will learn to recognize words they usually would find impossible.

Use the bulletin-board slogan "How Many Can You Catch?" Use a blue background. Roll a large piece of paper for the pole, and add a line and a make believe hook. Then make a chart with the students' names for the center of the board. One day use blue fish, the next day red fish, and so on. Each day give each child a chance to tell you individually which words he knows and what the word means. They will fall for this idea hook, line, and vocabulary.

MAKING A PICTURED DICTIONARY

A	children draw picture of apple	apple
B	picture of baby	baby
C	picture of cat	cat
D	picture of doll	doll
E	picture of egg	egg
F	picture of fan	fan
G	picture of girl	girl
H	picture of horse	horse
I	picture of ice	ice
J	picture to show jump	jump
K	picture of kite	kite
L	picture of lamb	lamb
M	picture of man	man
N	picture of nut	nut
O	picture of orange	orange
P	picture of pig	pig
Q	picture of queen	queen
R	picture of rat	rat
S	picture of sun	sun
T	picture of table	table
U	picture of umbrella	umbrella
V	picture of vegetable	vegetable
W	picture of window	window
X	picture of letter X	letter X
Y	picture to show yellow	yellow
Z	picture of zoo	zoo

Note: Children may choose or find more words beginning with the letters of the alphabet, or they may illustrate the alphabet words suggested on this page. A booklet could also be made, using a separate page for each letter, and using many illustrations for each page.

VOCABULARY

Alphabetical Order

The following exercise may be written on the chalkboard. The children are to read each description, or "riddle", determine the answer, and write it on paper. The correct responses will be in alphabetical order. For your convenience, the answers are given in parentheses. Accept any response that fits the description and begins with the letter of the alphabet indicated.

1. A fruit (apple)
2. It rings (bell)
3. A sweet food (candy)
4. A girl's toy (doll)
5. A holiday of spring (Easter)
6. A water animal (fish)
7. A present (gift)
8. A kind of meat (ham)
9. Frozen water (ice)
10. Work to do (job)
11. A young cat (kitten)
12. It grows on a tree (leaf)
13. A food you drink (milk)
14. A number (nine)
15. A bird with big eyes (owl)
16. A young dog (puppy)
17. What a duck says (quack)
18. A stone (rock)
19. Where rockets go (space)
20. It is on a car wheel (tire)
21. It is for a rainy day (umbrella)
22. Put flowers in it (vase)
23. A way to get clean (wash)
24. A kind of cross (X)
25. A bright color (yellow)
26. A place for animals (zoo)

A Dictionary Game

Below are 26 lines, one for each letter of the alphabet. Find out how a word begins befoee you put it on the right line.

head into supper lips under fire boat x-ray door zebra
jump apple rose ear girl wings king clap very new
paper milk over year queen top

a____________________
b____________________
c____________________
d____________________
e____________________
f____________________
g____________________
h____________________
i____________________
j____________________
k____________________
l____________________
m____________________
n____________________
o____________________
p____________________
q____________________
r____________________
s____________________
t____________________
u____________________
v____________________
w____________________
x____________________
y____________________
z____________________

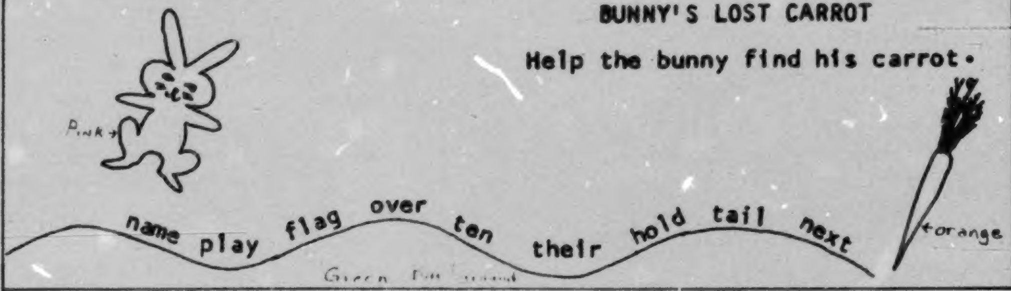
Write the names of the children in the class alphabetically. Have each child notice what part of the list contains his name. Or have the children themselves help in listing their names. First, write the letters of the alphabet in columns. Call attention to the fact that some letters will not be represented and others may be listed more than once.

Motivation Games for Teaching Sight Vocabulary

Cut figures from construction paper. Mount on oaktag or on colored paper. Vocabulary words could be printed on flashcards so that they can be changed as children master the current ones.

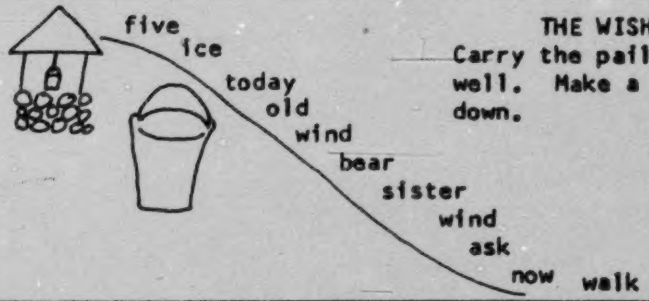
BUNNY'S LOST CARROT

Help the bunny find his carrot.


Pink →
name
play
flag
over
ten
their
hold
tail
next
← orange
Green

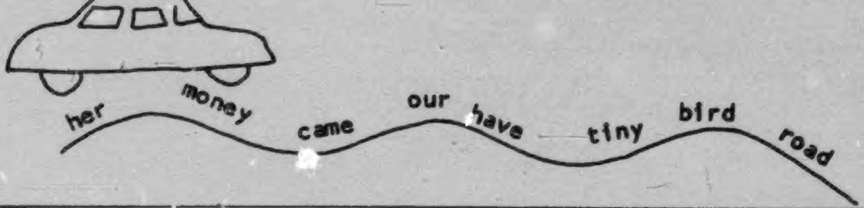
THE WISHING WELL

Carry the pail to the wishing well. Make a wish and then come down.


five
ice
today
old
wind
bear
sister
wind
ask
now
walk

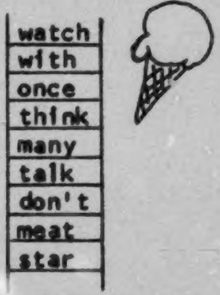
THE BUMPY ROAD

Can you drive the car over this bumpy road without stalling?


her
money
came
our
have
tiny
bird
road

CLIMB THE LADDER

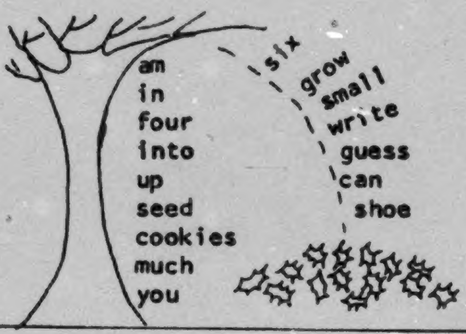
Can you climb the ladder and bring down the ice-cream cone?


watch
with
once
think
many
talk
don't
meat
star

IN THE TOY BOX

Can you pick up all the T words and put Jack in the toy box?

apple table all the there
for toys tell them this
too of two man fast three



CLIMBING THE WORD TREE

Can you climb the word tree without falling? Then you may sit on a branch till your next turn, and try to jump into the pile of leaves.

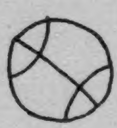
am
in
four
into
up
seed
cookies
much
you

six
grow
small
write
guess
can
shoe

FLYAWAY BIRD

This parakeet flew out of his cage. Can you put him back in?

picture child window live come arm are both



BOUNCE THE BALL

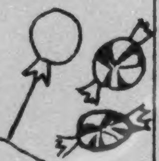
Can you bounce the ball into the basket?

long asleep cup chair
very begin candy read

SKATING TO THE STORE

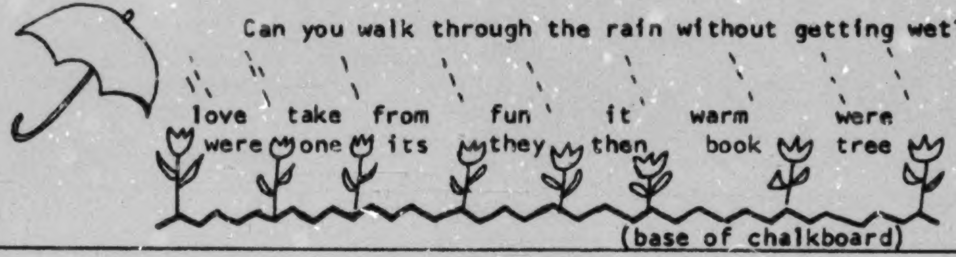
Can you skate to the store for some candy without falling?

shall funny garden next mouth house



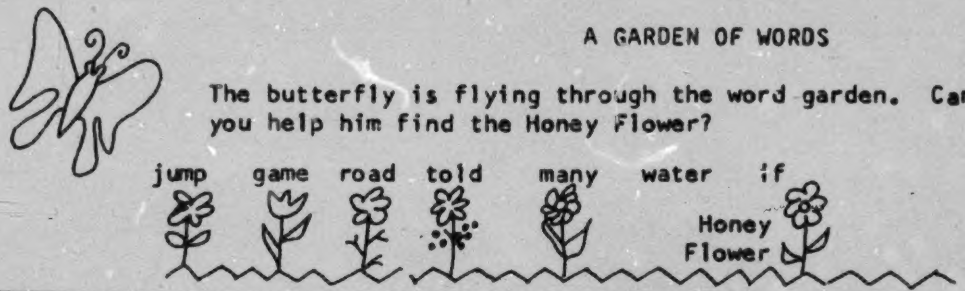
WALKING IN THE RAIN

Can you walk through the rain without getting wet?


love
take
from
fun
it
warm
were
were
one
its
they
then
book
tree
(base of chalkboard)

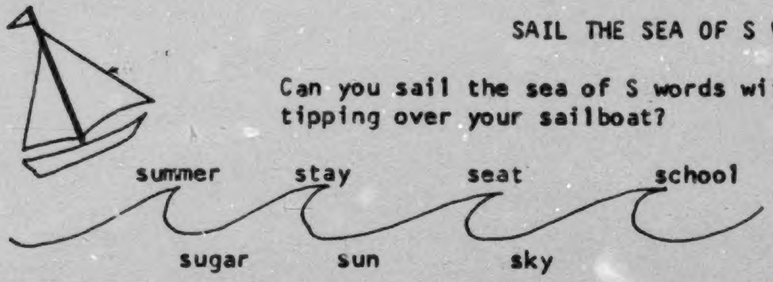
A GARDEN OF WORDS

The butterfly is flying through the word garden. Can you help him find the Honey Flower?


jump
game
road
told
many
water
if
Honey
Flower

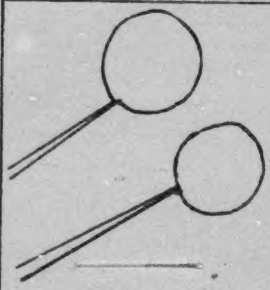
SAIL THE SEA OF S WORDS

Can you sail the sea of S words without tipping over your sailboat?


summer
stay
seat
school
sugar
sun
sky

COLOR WORDS

Can you pick out all the words that begin like the name of the color on the pointer?

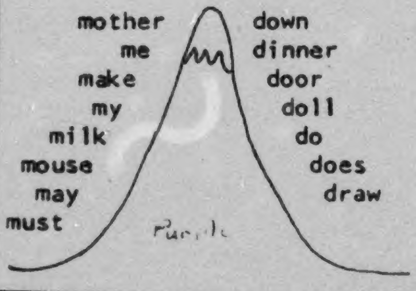


go
baby
girl

blue
get
boat

green
bee
black

balls
boy
good


mother
me
make
my
milk
mouse
may
must
down
dinner
door
doll
do
does
draw
Purple

CLIMB THE MOUNTAIN

Can you climb the mountain of M words and come down the D words on the other side?

VOCABULARY

Where They Belong Game

pig
pear
lemon
boat
sled
house
apricot
apples
dog
peach
rabbit
doll
cherry
horse
elephant
orange
duck
hen
cow
bell
plum
grapes
goose
ball
wagon
skates
hammer
pineapple
turkey
train

TOYS	ANIMALS	FRUIT
1.__________	1.__________	1.__________
2.__________	2.__________	2.__________
3.__________	3.__________	3.__________
4.__________	4.__________	4.__________
5.__________	5.__________	5.__________
6.__________	6.__________	6.__________
7.__________	7.__________	7.__________
8.__________	8.__________	8.__________
9.__________	9.__________	9.__________
10.__________	10.__________	10.__________

A Thankful List

Build class lists of review words, putting them in the categories of things for which pupils are thankful. Foods might make a group; or clothing, names of different relatives (father, mother, brother, and sister), community helpers. Make a set of small flash cards for each group. In pairs, the children use them for testing and recognition. You may want to have a chart which a child checks as he successfully reads each group.

Name It

Suggest that the children bring labels, sides of cartons, and the like from products used in the home. Work for variety. Display these and encourage children to help each other read names and other words in large print. How many of the words in smaller type can they read?

Cover brand names (or cut them off). Display the nameless labels around the room. The children will need no encouragement to try to identify the product by other means--printed descriptions, art work, shape, coloring, and so on.

Make a game of classifying the labels as to types of products: packaged, canned, and frozen food; cleaning aids; paper products; and so on.

VOCABULARY

One of the best ways for children to learn to read is to write. Show pictures to children and ask them to make up stories about them. Pictures should be thought provoking and colorful. Many educators caution against making spelling corrections at this time, fearing it might stifle the child's desire to write creatively.

Picture Cards

Mount small pictures on cardboard. Each picture should represent only one word. These words will be mostly nouns, but some pictures representing action words can be found. Print the word at the top of the card. This helps in filing (alphabetically) and helps the child to develop the idea that the printed symbol stands for the spoken word as represented by the picture.

Picture cards are placed on the chalk tray which serves as a store shelf. A child, acting as storekeeper, stands in front of the cards and behind a table. Another child, a customer, asks for various items on the picture cards. He may say, "I want to buy a stove". The storekeeper hands him the picture card of the stove saying, "Here is the stove," etc.

Riddles for vocabulary building

Riddles written on cards may be given to pupils. Examples below:

(1) I am an animal.
I have four legs.
I live in a cold country
I help draw a sled over the ice and snow.
What am I? Draw me. Draw a sled near me.

(2) It is black.
The farmer does not like it.
It eats corn.
It flies.
Draw one flying in the air.

Color Words

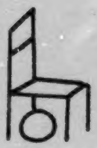
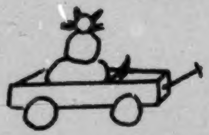
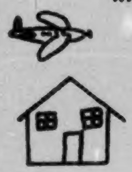
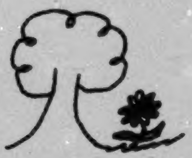
First grade pupils can be taught color words with the use of songs. For example, the song, "Little Red Caboose". The Friendly Beasts, A Christmas Song, will help teach the color word, brown.

*There Are Many Flags in Many Lands (red, white, and blue)
Easter Eggs - Louella Garrett (yellow and white)
Easter Morning, - Susan Castle (blue)
What A Surprise - Francis Hilliard (pumpkin yellow)
Balloons - Marian Major (Balloons of red, blue, and silver)

*Pitts, Glenn, Walters. The First Grade Book, Ginn and Co., Boston, N. Y., Chicago, Atlanta, Dallas, San Francisco.

VOCABULARY

Introduce and teach meaning of word concepts such as: below, above, around, over, in, out, etc., through games. Act these out. Dramatize meanings of words from stories and pictures.

Where is the ball?  The ball is under the chair.	Where is the cat?  The cat is in the wagon.
Where is the airplane? 	Where is the flower? 

Draw the above illustration on the chalkboard. Give each child a sheet of paper, a pencil, and crayons. Instruct children to divide their paper in fourths. Have them to draw the pictures and write the questions of their paper. Then they are to answer each question by writing a complete sentence. When they have finished they may color the pictures.

SUGGESTED GAMES FOR CHECKING SIGHT VOCABULARY

Sight vocabulary is the number of words a child can recognize automatically. Growth in sight vocabulary is one of the important signs of reading development. Once a month is not too often to check each child in a primary group. The games which follow may be used informally in addition to tests and word cards to increase sight vocabulary. It is suggested the flash cards for use in these games be made from tagboard cut 3 by 9 inches and a word written on each card in manuscript writing.

1. Surprise Game. Place the cards in the chart holder face down. Each child may have a turn to take a surprise. If he does not know the word he takes, he must put it back. Who will get the most cards?

2. Circle Game. The children sit in a small circle on the floor. The word cards are face down on the floor in the center of the circle. The first child picks up a card and tells what it is. If he knows it, he may keep it. The next child may take that card or another.

3. Send-Away Game. Write a word on the board while the children watch. Erase the word as soon as it is written. "What word did I send away?" This may be varied by having a great many sight words written on the board. A child may send away (erase) any word he knows.

4. Save-Pack Game. Quickly flash the word cards around the group, giving each child a turn. If a child misses a word, he is given a duplicate card for his "save pack". He words on his "save pack" whenever he has an opportunity and gets other children to help him. As soon as he masters one word, his "save pack" is one smaller. The children try to see if they know each other's "save pack".

5. Take Away Game. Place a number or word cards on the chalk rail or in the chart holder. Tell a child that he may have all the cards he can name correctly. When one child is through, add more cards. Who will get the most cards?

6. A Ball Game. Each child is given a word card. He stands behind his chair and puts his card on his chair. The teacher (one of the children in the group) bounces the ball to the first child. As the child catches the ball, he says his word. If he says it correctly, he picks up his word. If he misses, the card stays on his chair. At the end of the game the direction is given, "Change your card with the person on your left (or right, or change cards left and right.)" The child who has missed is told his word and does not change his card.

7. Two Things to Watch. Fill the chart holder with word cards. Write the number 4 on the board. Tell the first child that he may take that many cards. Have him name each card as he takes it. Change the number for the next child, and so on. How fast can we get all the cards from the chart holder?

8. I Am Thinking of a Word. Fill the chart holder with word cards. One child starts by saying, "I am thinking of a word." The next child says, "Is it...?" and names one of the cards in the chart. This continues until some child finds the right card. Then the game begins over again.

9. Post Office Game. Fill the chart holder with word cards. Each word represents a letter in the post office. The children come one at a time to claim their letters. When all words have been removed from the chart holder, the children exchange cards and mail their new letters.

10. Three-Pack Game. Three identical packs of cards are needed. One child looks at his pack and calls a word. Each of the other two children tries to see who can find that word in his pack first. The one who does, places the word face up on the table. Which one of the second two children will get rid of his pack first?

11. Ladder Game. Have the cards arranged in packs of ten. Give a pack to a child and ask him to make a ladder with them. The first card goes into the bottom slot of the chart holder. Each succeeding card goes into the next higher slot. The child can use only the words he knows. How high can he make his ladder? Who else can climb the same ladder? Who can climb down?

12. Stoop Game. Quickly flash the word cards around the group, giving each child a turn. If a child misses a card, he must stoop. If he is quick enough to say another card before the child whose turn it is can say it, he may rise and that child must stoop. The children who do not have to stoop win the game.

13. Streetcar Game. One child is the conductor. He stands behind the chair of the first child in the group. The teacher flashes the card. If the conductor says the word first, he continues to be conductor and moves on to the chair of the next child. If the child who is seated says the word first, he becomes the conductor.

14. I Am Thinking of a Word That Begins Like. Fill the chart holder with groups of words, the words in each group beginning with identical consonants. The first child says, "I am thinking of a word that begins like house." The next child may say, "Is it home?" The game continues until some child says the word the first child was thinking of. Then that child starts the game over again.

15. Another Ball Game. The children stand behind their chairs; this time they read their cards and place them on the chairs so that the cards will be facing the "teacher" (a child). As the "teacher" bounces the ball to a child, she says that child's word. If she misses, the other child becomes "teacher". When the game is ended, the direction is given, "Change your card with the person on your left (or right, or change cards left and right)." The child who has missed is told his word and does not change his card.

16. First Chair Game. Call the chair at the left end of the semicircle the first chair. A child can stay in his chair only until he misses a word. Then he goes to the end chair and the rest of the group moves up. Any child in the group who misses a word goes to the end chair and the others move up to fill his place.

17. Two-Team Race. The children choose two teams. The game proceeds like a spelling match.

18. Hunting Game. Several children blind their eyes. The rest of the group hide the cards (in plain sight). At the word "ready" those who are "it" hunt for the cards. No card may be taken unless the word is known. The one finding the most cards wins.

19. Passport Game. Each child has a card (passport). Children must show their passport (say the word) before they may go on board the boat. When the captain calls their port (their word) they must get off the boat.

20. Train Game. The children are divided into two groups, each group representing a train. The cards are flashed to the engine (first child) on each train and then to the rest of the cars in order. Any child who does not know the card which is flashed to him is given the card. The train is not ready to go if any child in the train has a card. Which train will start first?

Teaching synonyms, antonyms, and homonyms.

Introduce the lesson by giving an example of sentences such as:

The girl helped her mother.
The girl assisted her mother.

Explain that this is saying the same thing only using synonyms or words that mean about the same. Stress that these synonyms help to enrich our vocabulary. List a number of words on the board then have students supply synonyms for these words.

Discuss antonyms by explaining that they are opposite in meaning. Give a few examples such as short, tall; hard, soft; easy, difficult, etc. The students then should be allowed to name those they might know, and use them in sentences. Students enjoy writing their own sentences on the chalkboard, This could be done by several students in the class, showing how antonyms could both be used in the same sentence - Joan is tall, but Mary is short.

Slides could be used to show a pair of homonyms. These could be discussed and sentences thought up by the students. Be sure that spelling is correct for these words and the students know which word means what. Special stress should be placed on such homonyms as: to, too, two; and there and their.

Homonyms. All the words that follow can be spelled in another way. Can you give the other spelling, and the meaning of each word?

1. plane
2. course
3. red
4. sew
5. pear
6. whether
7. peace
8. here
9. there
10. right

Synonyms

I Am Thinking. The leader starts by saying, for example, "I am thinking of a word which means about the same as unhappy." The other players guess in turn by saying, for example, "Is the word sorrowful?" Whoever guesses the word becomes the leader. A referee may be needed to determine the correctness of an answer.

Adaptations: The players could be divided into teams and points given for correct answers.
Instead of synonyms, antonyms could be used.

Substitutions. Prepare duplicated sheets containing paragraphs which are full of overworked words, for example: Pepper, the good old watchdog, sat in the broken-down house chewing a stale crust of bread. With his nice old master away, Pepper was alone in the deserted farmhouse. But Pepper never gave up watching the old house.

List on the board a few words such as faithful, ramshackle, kindly, abandoned, and guarding, that may be substituted for the overworked words. The children are asked to find words in the list to substitute for the words underlined in the passage. Each player may write these words or a child may be chosen to read the paragraph aloud, using his choice of new words.

To make the game more difficult, additional words can be added, so that the child is required to make a choice of the best word. Let the class make a list of words to replace each overworked word. List these on the board.

It may be necessary to spend time with some of the pupils, interpreting the meaning of unfamiliar substitute words.

Become an Interesting Writer. The teacher writes on the chalkboard, three sentences similar to these:

(1) Bob has a good baseball mitt.
(2) The girls thought that Mary's dog was nice.
(3) Joe said that his modern airplane was fine.

The pupils at their seats rewrite the sentences using more expressive words than those which are underlined. The players earn a point for each word used more expressively. Some of the better papers may be mounted on construction paper to be read by others. When the sentences are rewritten, the meaning must be more precise in order to be given a point.

Adaptations: Children could write a colorless sentence and then rewrite it so that it is more vivid. This could be adapted as a speaking game.

Synonyms

Problem 1

Four words are listed on every line below. Select the word in each line that is the same in meaning as the first word on the line.

1.	immediate	later	instant	before
2.	inhale	hear	injure	breathe
3.	mastiff	bull	watch dog	master
4.	hazy	shiny	distant	misty
5.	missive	letter	weapon	mistake
6.	parasol	awning	balloon	umbrella
7.	quartet	band	four of a kind	team
8.	romp	play	shout	fight
9.	rustic	red	rusty	countrified
10.	salutation	saltines	greeting	command
11.	sycamore	bird	animal	tree
12.	tease	tap-dance	tantalize	delay
13.	claw	toe	zipper	talon
14.	urn	vase	salary	glass
15.	wary	tired	careful	wasteful

Problem 2

Four words are listed on each line below. Three words on each line have almost the same meaning, while one word is different in meaning. Can you select the one word that differs from the others?

1.	tour	excursion	tournament	trip
2.	enough	unequal	sufficiant	adequate
3.	agile	alert	aged	lively
4.	conclude	combine	end	finish
5.	executive	chief	criminal	head
6.	grimy	unhappy	soiled	dirty
7.	bewildered	confused	puzzled	wandering
8.	odor	smell	oddity	scent
9.	ancient	old	remote	recent
10.	anecdote	joke	tale	story
11.	various	different	five	many
12.	whoop	cough	shout	cheer
13.	rotate	turn	revolve	review
14.	dutiful	obliging	respectful	obedient
15.	obstinate	stubborn	observing	persistent

VOCABULARY

Antonyms

Tell the Opposite

The players are divided into two or more teams. The teacher or leader pronounces a word and calls on a player from Team One to give an antonym of that word. If he does this correctly, he scores a point for his team. The leader now calls on the first player from Team Two. Words such as inside, heavy, upstairs, sweet, summer, top, and many others could be used. Choose words which have a definite anyonym. This game could also be used with synonyms or homonyms.

Cross the River

The class is divided into two teams which stand side by side facing a "river". The teacher or a leader stands on the opposite side of the "river" and gives a word to which the first two children on each team try to give an antonym. The one who gives the correct answer first is allowed to cross to the other side of the "river". The game continues until all members of one team have crossed.

This can be used for synonyms, homonyms, or word recognition.

VOCABULARY

Word Recognition

Vocabulary Baseball. Batter up! The teacher flashes a word card. The batter and the first baseman answer as rapidly as possible. If the batter answers first, he goes to first base. If the first baseman answers first, the batter is out. If the batter makes it to first base, he is given a second card. He now competes with the second baseman. If he gives the answer first, he goes to third. If not, he is out. He preceeds to move around the bases, competing with the third baseman and the catcher. If he wins all the way and makes it home, he has scored one run for his team. Next batter up!

Three outs is half an inning. Each team must place different people as basemen each inning. Each team must have different batters each time. Usually, nine innings are a game.

Concentration. This game is played with a cardboard rack containing twenty small pockets. Ten vocabulary cards with ten counterparts are placed upside down in the pockets. Pockets are numbered from one through twenty.

The game begins when a student picks a number. That card is turned over and another number is chosen. If no match occurs, the cards are turned back and another child selects two numbers. When a match is finally made, the pupil must say the word or words. He may continue until he misses a match or does not read the card correctly. Usually the game will progress slowly until several matched words are revealed. Then a student may locate three or four word pairs before missing.

Several variations can be played. Children may match blends (blue, black), vowel sounds (let, bell), addition or subtraction equations (3 + 2, and 1 + 4), synonyms (big, large), and many other combinations.

Adding Letters. When pupils add a consonant to the front of each word below, they get new words. The same consonant is placed before the words in each set. Duplicate this list and have pupils find the ten consonants.

1. ___rake ___oil ___each
2. ___ark ___eat ___ink
3. ___rip ___art ___ill
4. ___end ___ash ___earn
5. ___rain ___ripe ___eats
6. ___old ___owl ___air
7. ___ants ___art ___ride
8. ___an ___oar ___ice
9. ___pine ___and ___hare
10. ___able ___hatch ___hen

VOCABULARY

Word Recognition

Checkers. For two players of similar ability. A checkerboard with words on a small slip of paper fastened on each square is needed. The two-color scheme of the board must be retained. A set of checkers is also needed.

Play as in a regular checker game. Each child must name the word on the square to which he is moving or over which he is jumping. Simple phrases could be used as a variation.

Spell Down - Spell Up. Each player will need paper and a pencil. The players are divided into two or more teams. The leader or teacher pronounces and spells one of the spelling words currently being studied. Each player writes this word down the left side of the paper then up the right side in the reverse order.

The players then write a word beginning and ending with the letters on the paper. Each correctly spelled word counts two points for a player's team and each letter used in the word counts one point. This encourages the spelling of larger words. If the word is misspelled, no points are earned. The total points for each team are added and the team with the largest score is the winner.

There may be some lines for which children will not be able to think of words beginning and ending with the given letters. Here, a dictionary might be used.

For quiet seatwork, the teacher could write several words on the board and the children could work at their seats, or the sheets could be duplicated and passed out to the children.

Example:

m icrophone s
e r
m e
b b
e m
r e
s m

Word Spotting. Select a paragraph in a book which the children use. List on the blackboard any ten words from the paragraph, and go over these words with the group. Then, time the pupils while they find the words in the paragraph and list each one with the word which precedes it. This activity develops speed in skimming, even if only for word identification. At the same time, it increases the child's ability to recognize words with which he has become familiar.

Alphabet Trail

Pupils can use this game as a seatwork activity. They each write the letters of the alphabet in a column down the left-hand side of their paper. They start at the same time and write a word opposite each letter, using that letter for the beginning of the word. At first, the teacher will have to check their papers. Words must be correctly spelled. The player with the most correct words is declared the trailblazer.

Each time a pupil plays this game, he should try to use new words. Thus, it would be helpful to save old papers for checking. Dictionaries should be used frequently as preparation for the Alphabet Trail.

Activities For Increasing Hearing and Speaking Vocabularies*

"Mr. Webster says". Some years ago a teacher adapted this popular radio program. Before beginning this activity, five judges are appointed. The remainder of the class is divided into two teams. The leader on the first team announces a word. The leader on the second team must define it and use it in an acceptable sentence, as 'decrepit'--old and physically broken down; His Model T runs, but it is very decrepit. Source of selection for words may well be the glossary of the reading textbook.

The judges decide whether the player on the second team scores a point for his team. The game can continue for a fixed time, each team having the same amount of time or the players from both teams can take turns.

"The Minister's Cat". Before this game is begun, a number of words that will be used for each letter of the alphabet is decided upon. At first, five words will be sufficient. Later on this number may be increased. The teacher may begin by saying, "The Minister's cat is an arrogant cat." A child follows with a statement such as, "The minister's cat is an acrobatic cat," and so on, each child in turn. The sixth child might say, "The minister's cat is a bewildered cat," or uses some other adjective that begins with b. The game continues throughout the alphabet. Boys can compete against girls. The boys can use the minister's dog. Scores can be kept to see which team could always supply the number of adjectives designated.

"Going to Boston". Each object named must begin with a b and must be accompanied by an adjective, as: "I went to Boston and took a glimmering button with me." The next player repeats the first player's statement and adds to it, as: "I went to Boston and took a glimmering button and a hysterical bachelor with me." It is well to arrange the players in teams of about five each. Scores may be kept. In the next round, instead of going to Boston, go to Cincinnati or Caledonia; then to Dayton or Downingtown.

*IDEAS FOR TEACHING READING, Activities for Increasing Hearing and Speaking Vocabularies, Lyons & Carnahan, 407 East 25th Street, Chicago, Illinois 60616. This bulletin, which contains 24 useful ideas, may be secured free of charge by request.

Twenty-Four Wordo

Materials needed: An 8 x 8 inch card for each player divided into 25 sections (5 in each row) and W-O-R-D-O across the top as in the illustration. The center space is free, the other spaces contain words to be practiced. Each of these large cards has the words placed in different order from the others. Twenty-four small cards are to be used by the caller, one for each different word on the large cards. Markers are also needed.

W	O	R	D	O
track	join	remind	dinner	below
smiled	thought	sidewalk	wagon	throw
instead	Sunday	FREE	juice	somebody
belongs	river	runner	believed	easy
bicycle	yesterday	too	because	wagon

The caller has twenty-four word cards. Each player receives a large card with markers to cover the words as the leader calls them. As each word is pronounced, the players look for the word and cover it with a marker. The child who first gets a row, column, or diagonal covered, says "WordO", and then distinctly repeats the words covered as a check. Words used should be adapted to the level of the players' abilities in order to avoid frustration for those who are slow learners.

Adaptations: The game could emphasize root words with endings.
Words with which many children are having difficulty could be used.

Crossword Puzzles

Each player uses words, for example, from the glossary of a textbook, to build crossword puzzles on graph paper. This is quite easy if enough dark squares are used. If one child makes a particularly good puzzle, it might be copied on the chalkboard or posted where other pupils can try to solve it.

Categorizing

Two of a Kind. Materials needed are forty-eight 3" x 4" cards with one word or phrase on each, which can be placed in categories such as:

baseball, hide and seek, tennis, soccer	(games)
cold, snow, snowman, ice	(winter)
today, now, soon, later	(time)
circle, wheel, tire, dime	(round things)

Deal each player four cards and put the rest of the cards face down in a pile on the table. Each child in turn takes one card, trying to match it with a category in his hand. He may place down any pair that he was dealt, replacing them by drawing from the pile so that he has four cards in his hand. The matched pairs are placed on the table in front of the players. If he can pair his cards, he continues to draw until he cannot pair any cards. The player with the most pairs when all the cards in the center have been drawn is the winner. This game is for four players. There should be at least eight different categories.

Adaptations: Words could be drawn from other subject areas, such as Social Studies (minerals, bodies of water, cities, etc.)

Dictionary Demons. Materials needed are: Dictionary, paper and pencil for each player, chalkboard and chalk, a list of unfamiliar words.

The players are divided into two or more teams. The teacher has each player divide his paper into three vertical columns. He then labels the columns: Animal, Vegetable, and Mineral. She then puts a list of words on the board, for example: ruminant, avocado, saffron, wombat, scimitar, wistaria, gaff, mercury, cymbal, derma, and micrometer. The players must use their dictionaries in order to write each word in the correct column. Each word correctly placed scores a point for the team. The team with the most points when the teacher stops the game is the winner. Choose words which can be clearly categorized. Different column headings could be used, for example, Food, Clothing, Tools, for an adaptation.

Belong Together. Prepare cards in two sizes. The larger cards will have general classifications, such as: Flowers, Birds, Vegetables, Clothing, and the like. The smaller cards will have nouns and verbs that belong with each classification: petals, fragrance, fly, feathers, peel, eat, sew, iron, and so on.

The players each draw one classification card first. The smaller cards are in a basket. In turn, players draw but each keeps only cards that belong with his large card. The player with the most cards at the end of the game is the winner. In cross-grade situations, upper graders will benefit from creating such a game for younger children to play.

Word Definition Bee

Divide the class into two equal number groups. The teacher gives each child in order a word. The child is to give the definition of the word. The teacher will interpret the correctness. If correct, the student will remain standing.

It is suggested that the teacher begin with word lists of ease in understanding by all. The teacher should find the level of the class before selecting words. Words of more difficulty in meaning should be given last to the better students still standing. All students should give some meanings. This game is identical in most respects to a Spelling Bee.

Complete the Sentences

Here are fifteen words, and ten sentences in which words have been omitted. Choose the correct word to complete every sentence, leaving out the five words that do not belong.

1. famine
2. harpoon
3. elephants
4. falcon
5. tackle
6. dose
7. locusts
8. vulture
9. fangs
10. diet
11. jubilee
12. llamas
13. restless
14. inflate
15. tranquil

1. A poisonous snake forces out venom through its ____________________.

2. When food is very scarce, it is called a ________________________.

3. You take one ______________________ of medicine at a time.

4. The whaler threw his _____________________ at the whale.

5. When everything is calm and peaceful, we say that things are _______________.

6. A swarm of __________ came and destroyed the growing wheat.

7. In South America, _____________________ are used as work animals.

8. An occasion for great rejoicing is a _________________________.

9. When you blow up a balloon, you ___________________________ it.

10. A bird trained to hunt other birds is a _____________________.

Question Box

Materials needed--A dictionary for each child, a number of questions, written on individual cards that can be answered by using the dictionary.

The class is divided into several teams and players are numbered consecutively on each team. Each player should have a desk dictionary. The cards are placed in a box and a pupil leader then draws one and reads it. Examples of the questions are:

1. What is the plural of goblet?
2. Is a huckster a fish, a machine, a person, or a food?
3. For what do the initials, C.P.A. stand?

Player number One on each team uses his dictionary to answer the question and to find the page number on which it is located. As soon as he finds the answer, he raises his hand. The leader judges the answer and if it is correct and the correct page number is given, a point is scored for the team. If the response is not correct, the leader calls on player number One from another team who is ready to give an answer. The game continues as the leader draws another question from the box and Number Two on each team gets to try.

Questions prepared by children should be checked by the teacher. They should be written clearly and the answer should be on the card.

Adaptations: Children can write their answers on a sheet of paper as questions are drawn from the box and written on the board.

Vocabulary Boosters

The teacher writes on the chalkboard a number of words, perhaps twenty, that are appropriate for children's vocabularies. Such words as: inconvenient, reluctant, populace, foliage, and implored might be used. The children divide into two or more teams. They take turns using each word orally in a sentence, receiving one point for each correct sentence. The team with the most points is the winner. Be sure that many of the words have been encountered in school work. A number of new words would challenge the more able pupils.

Adaptations: Children could write sentences using the words.
The teacher could give a sentence leaving out one word, and the pupils could tell which of the words should be used.

VOCABULARY

Word Drill for Troublesome Words

1. Have eight or ten words in print or manuscript writing on small cards, one word on a card. Each card is about 2" x 3" in size. The teacher may want to drill on such words as there, where, went, they, etc. Let us say there are ten children in a group. Make ten sets of cards, with a rubber band around each set. Let the children sit on the floor and make tables of their small chairs. Hand a child a set of cards. He puts the rubber band on his wrist and spreads out the cards on his chair. The teacher says, "Hold up where, hold up they," etc.

The advantage of this drill is that every child does something. The children do not have to be passive listeners. Children love to wave the cards around, so they should be made of tough tagboard. While actual confusion or disorder should be avoided, the enthusiasm of children should not be dampened by insisting that the cards be held perfectly still.

2. Have words printed on large cards, 4" x 8". Let the children who know the words well hold these cards, one each. Have these children stand in different parts of the room. Let them change their positions every few minutes. The teacher says to the rest of the group, "Run to they," "Run to there," etc. It can be narrowed down until one child runs to each word. This is good for very young children who need exercise. They are learning and exercising at the same time. This is equally good as a number drill.

3. In naming the words in a word drill, when the word Woman is shown, the children remain silent but all the little girls stand up on their chairs. When the word Man is shown, all the little boys stand on their chairs. When the name of an animal is shown, such as dog, the children imitate that animal.

4. Action words are easy, but words like they are hard to teach. Often small children have only a vague idea of the meaning of such words as they, which adults take for granted that they know.

Let three or four children go together to different places about the room, to which the teacher directs them. As the children go to each place, the teacher asks the others, "Where did they go?" The group replies,

They went to the Piano.
They went to the Flowers.
They went to the Goldfish.

The teacher writes each sentence on the blackboard as it is given. Gradually the children get the "they" idea; as they read over the sentences on the blackboard the children also review the word went. They are also learning new words such as Piano, Flowers, etc. Although these are not listed as important words for first graders, they are nevertheless additions to the pupils' sight vocabulary.

VOCABULARY

Difficult Words

1. List words that may be causing difficulties on the chalkboard. Give meaning clues and challenge the children to find the correct word, as, "Can you find a word that means something we do with our eyes?" (look or see). "Can you find a word that joins other words?" (and). "Can you find a word that means a color?" (brown, red, etc.) When children get the idea of clues relating to the meaning of words, each child who guesses the correct word may give the clue for a next word for the others to guess. This may be done with phrases, too. In this way, the children are not merely calling out words, but are associating them with meanings, which is fundamental in Reading.

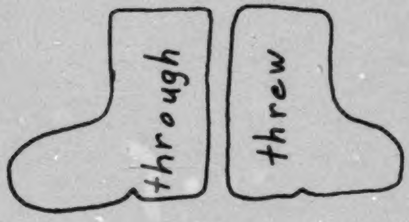
2. List troublesome words during a reading class period on the chalkboard. Allow five to eight minutes at the end of the class time; check each child and then let him proceed to his seat. Those who are most likely to know the words are checked first. The slow learners remain for more help. If there are words of which some children are not sure, they may be put on flash cards and given to the respective children so they can work on them at home or during free moments with other children.

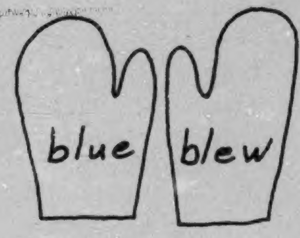
3. Print a word on the chalkboard beside the name of a child who has been having difficulty with that word. It is his "word for the day". Frequently during the day at odd moments, the teacher challenges him to identify it.

4. When a child asks what a word is, spell it for him and then have him look it up in the dictionary. This helps more than if he is told by the teacher. This also gives an opportunity to learn other words, while he is searching for that one.

Using the list of spelling words, have students make sentences with the words. This helps the student to understand the word better and it more readily becomes a part of his every day vocabulary.

5. When teaching homonyms, discuss objects that make a pair (gloves, mittens, shoes, and so on). As the class learns another pair of homonyms, let a child cut out a pair of some object, write one word on each, and then tack the pair in a border around the bulletin board.





VOCABULARY

Phrase Drill

When selecting a new word to be added to the children's vocabulary, bear in mind that it is usually the short word which causes the difficulty, one that does not convey an action or a picture. The conspicuous word, one that is very striking in its profile, length, or meaning, is more easily remembered. Difficult words, such as where, if, and to should not be drilled upon as isolated words, but they should be used in phrases selected from the story where they convey an interesting or a vivid idea.

Keep interest in the phrase drill high by using two or three phrase drill schemes. As the meaning flashes to the children, they will recall that part of the story. Thus, phrase time becomes an interesting period.

Other Activities for Word Recognition

1. Rhyming Words.
   (a) I am thinking of a word that rhymes with cake. It is used in a garden. Another rhyme word tells what we do to rugs when we sweep.
   (b) Answer my question with a word that rhymes with day. What do you do out of doors? What month comes after April?

2. Initial Consonant Sounds.
   (a) Speak slowly, emphasizing the initial sound which children repeat, as: h-and, h-ead, h-ole, etc.; emphasizing the helper, as: re in read, re-late, re-member, etc.
   (b) Play the game of incomplete words. A child touches an object or picture and says the initial consonant, as touching cheek, and saying, "Ch", children complete the word, cheek.
   (c) Give a sentence in which two or more words begin with the same sound, as:

   There was an owl lived in an oak,
   Wisky, wasky, weedle,
   And every word he ever spoke
   Was fiddle, faddle, feedle.

3. Final Sounds.
   (a) Speak slowly, emphasizing the final sounds, as: t in co-t, do-t, fa-t, etc.; as er in fath-er, moth-er, hunt-er, etc.

4. Teach the consonant sounds and phonograms after the children have a large sight vocabulary.

5. Give drill on phonetic elements in well-known words. Do not use phonetic elements in isolation. Call attention to consonants, vowels, etc., by underlining or covering parts of words.

VOCABULARY DEVELOPMENT 3-6

Context Clues: Idioms, heteronyms, understanding double meaning.

1. Often, words are spelled alike but pronounced differently and have different meanings: such as lead-lead, wind-wind, such words are called heteronyms. Have students use words in sentences.

2. An idiom is an expression of a group of words which have a special meaning: "in hot water", meaning in trouble.

3. Sometimes we can omit words like or as when we are comparing. "I did as my older sister suggested", might be said in another way. "I was clay in my larger sister's hands. Metaphor is the name for this kind of comparison.

4. Many times a word has two or more meanings. The way it is used in a sentence determines it's meaning.

In the teaching of reading, no one method can solve problems. It is necessary to combine several. After a good testing program, the needs of students can be determined. Many students have difficulty in lip consonants The plan submitted today is one to be used with slow learners who have trouble with lip consonants.

PETER, PETER, PUMPKIN EATER

Group I: Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her.

Group II: He put her in a pumpkin shell,
And there he kept her very well.

Word Meanings from Context.

1. Peter had a ____________ (well, wife, wall, wind)
2. Peter had a ____________ (pumpkin, pig, pony, pan)

Phonics and Ear Training

In each box, draw a ring around the word that matches the picture.

	pig		papa		top		cap
pony	pony	puppy	puppy	ship	keep	cup	cup
	pup		pumpkin		ship		sheep

In this lesson, drill is given on Word Meanings, Phonics and Ear Training. The Choral reading is an excellent way to get children's attention and interest.

Results: Aims are accomplished and results may be followed with students doing other poems, etc.

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The student's first attack on a new word should be to divide it into syllables. The second attack is to apply ones knowledge of phonics in pronouncing each syllable. Syllabication also calls for skill in:

1. being able to discriminate between consonants and vowels.
2. knowing when a vowel is silent.
3. recognizing ~~the most~~ common sounds of vowels and consonants.

Procedure.

Do you know the vowel? Do you know the consonants?
Find words that begin with vowels. (Select a paragraph)
Find words that end with vowels.
Underline consonant in 15 words (give words)
Do you know the consonant sounds?
The consonants "g" and "c" have two sounds. cage--hard, center--soft.
"c" has a hard sound when followed by the vowels a, o, u.
"g" has hard sound when followed by vowels a, o, u.
Usually, "c" has a soft sound when followed by vowels e, i, y.
Usually, "g" has a soft sound when followed by vowels e, i, y.
Review the long and short vowel sounds--make - land, demon - end, smile - trip, use - dust, most - hot --vowels governed by "r", etc.

Drill

Find words that begin with vowels.
Find words that end with vowels.
Underline consonants in words.
Finding initial consonants
Finding final consonants.
Finding consonants in the middle of words.
Finding words with hard and soft sounds of "g" and "c".
Have students make words with long and short vowels.
Have students divide words into syllables and identify the vowels (long or short).

Use the dictionary for new words.

Learning new words in Science and Social Studies motivate the children to find the meaning.

1. List a group of countries and also a list of words having their origin in different countries. Have the students match them.
2. Scrambled words in Social Studies units. For example: luap veerer-Paul Revere. Put them in catagories.
3. Use cross-word puzzles.

Use sentence with one word underlined. Have the children use another word in the place of the one underlined. Example: The river flowed rapidly past the old tree.

Use vocabulary tests, looking up each word missed. Look for words in the reading lesson that are not known. Look up the meaning.

Use sentences in which one word has been underlined. From three meanings given after the sentence, choose the meaning which you think the underlined word means.

The teacher may present the name of the story to be read. Immediately, the children speculate and try to imagine the story's mystery. First have them skim the story for words that they do not know. Then as a challenge, go to the Glossary and dictionary for correct pronunciation and meaning. Read the story, now, for reasoning and pleasure. Through their ability to recognize words, they become conscious of concepts, people, and actions around them. They elicit meaning by recalling and organizing past experiences.

Have each student keep a file box. In this file, the student writes down each new word he encounters in the reading lesson. Included on this card is the (1) word, (2) pronounciation of word, (3) definition, (4) a sentence using the word. The cards are kept in alphabetical order.

Encourage students to predict outcomes of the story, recall important details, interpret mood, setting, character, and plot.

[1]Give each child a paper marked off in squares. Instruct each child to put one vocabulary word in each square. Give children beans or markers. Instructions:

"You have a word written in each square of your paper. I will give you a definition. When you find the word that fits my definition, put a marker on it." "When you have a straight line across or down, say, 'Definition'." "We will check your paper. If correct, you will be a winner."

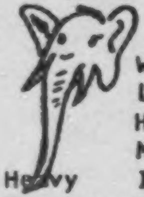
[2]Let the class start a collection of Word Cards. These could be made into a book later. For example:

Heavy Words

Lead
Solid
Strong
Serious
Grave
Cumbersome

Ton
Fat
Obese
Deep
Steep
Full
Sodden

Elephant Words



Heavy
Two-ton
Plod
Clomp

Weighty
Lumber
Huge
Massive
Immense
Undignified
Dumbo

Words For Houses

Rambling
Haunted
Deserted
Ranch

Dew-Drop Inn
Tara
The Pillars
Don Rovin

When possible, use pictures or illustrations of a scientific word. Words should always be explained in context.

Use matching games of a picture and the meaning with points for those matched correctly.

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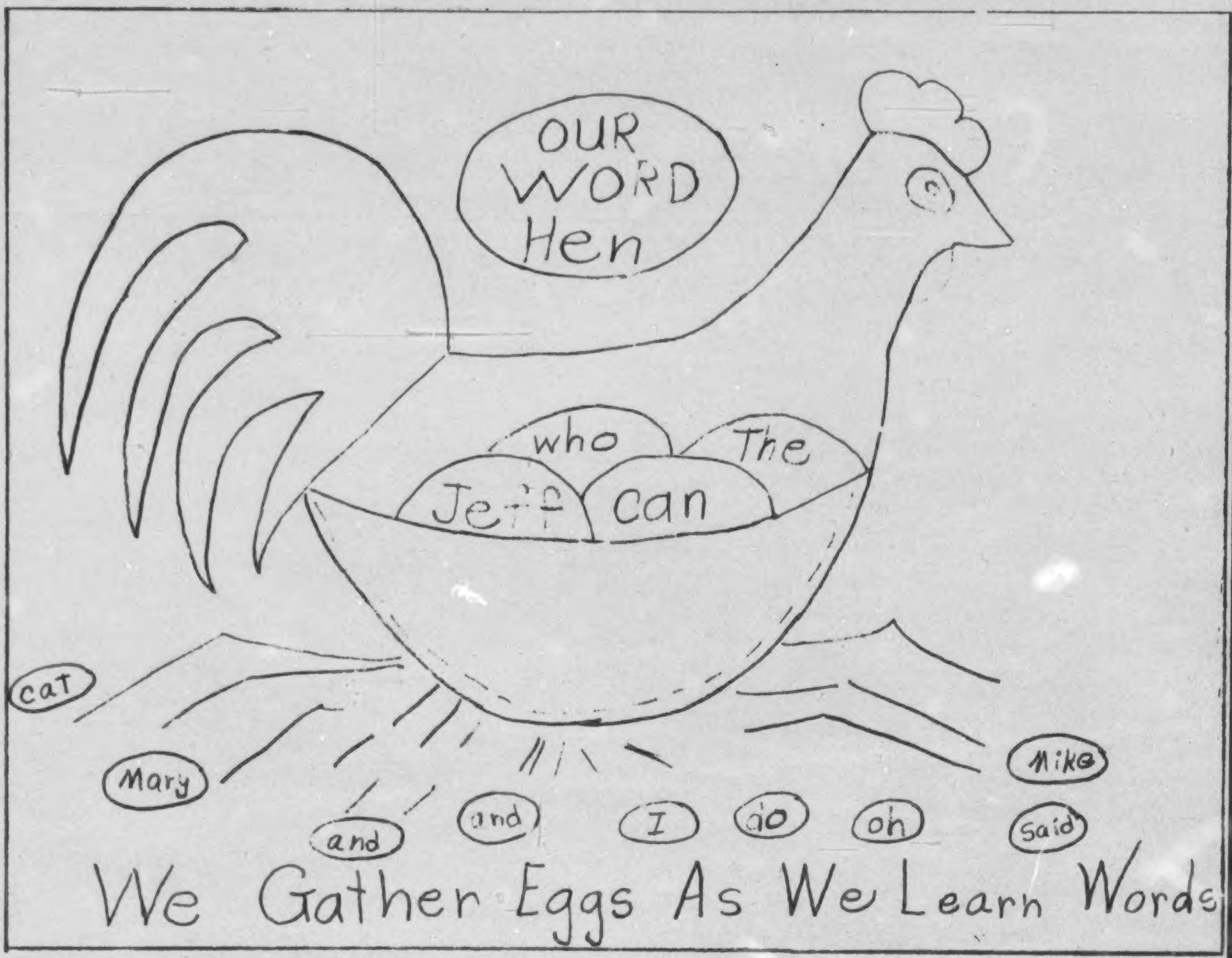
[1] *Spice*, Educational Service, Inc., 1960

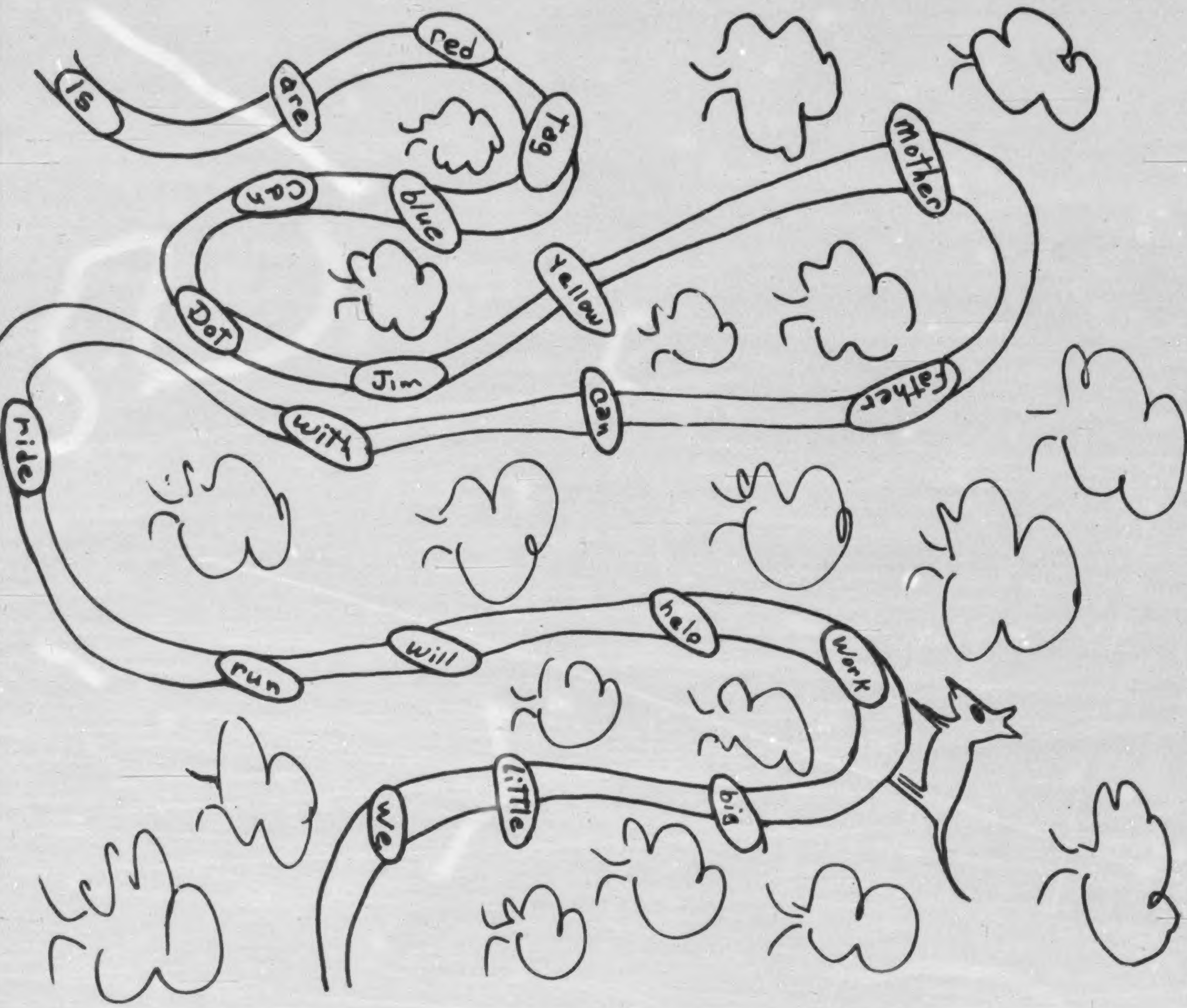
[2] *Creative Teaching of the Language Arts in the Elementary School*, Smith, James A., Allyn and Bacon


OUR WORD Hen
who
The
Jeff
can
cat
Mary
and
and
I
do
oh
Mike
said
We Gather Eggs As We Learn Words

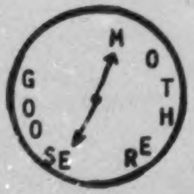
The children will enjoy gathering eggs when it is a game that is in plain view. Make a large white hen on a crepe paper shredding nest. As new words are added to the children's vocabulary, keep a record by writing them on "eggs". They may be taken from the hen for daily reviewing. Later little baskets can be made to hold the word eggs.

WORD DRILL GAME

A drill game children love is called "Going Through the Forest". It can be used for words, letters, numbers, etc. The children try to say all the words correctly. If a word is missed, the "wolf" gets them. If all words are said correctly, the child's name is posted with a star. As a variation, make a "pumpkin patch" and let the "witch" get them. Let each child make a tree for the forest. Rocks are placed along the path to put words on.


is
are
red
Tag
Cat
blue
Dot
Jim
yellow
mother
father
can
with
ride
run
will
help
work
big
little
we

Make this Mother Goose Clock out of tagboard or on the blackboard with chalk.



How many words can you make from the letters found in Mother Goose? Perhaps this clock diagram may help you. Begin anywhere on the clock and mix the letters up. See how many words you can make.

Here are some definitions of the words you can find:

1.	A June flower	1.	rose
2.	Foot covering	2.	shoe
3.	To lie quietly	3.	rest
4.	In that place	4.	there
5.	very warm	5.	hot
6.	Part of a plant in the ground	6.	root
7.	A precious stone	7.	gem
8.	Not long	8.	short
9.	To look	9.	see
10.	An insect that eats woolen clothes	10.	moth
11.	a cow says	11.	moo
12.	a part of your foot	12.	toe
13.	To decay	13.	rot
14.	To say hello	14.	greet
15.	a place where we buy things	15.	store
16.	An animal that roots in the mud	16.	hog
17.	Also	17.	too
18.	Where hens rest at night	18.	roost
19.	A very brave man	19.	hero
20.	A large deer	20.	moose
21.	In this place	21.	here
22.	A spook	22.	ghost
23.	Two and one are	23.	three
24.	A garden tool	24.	hoe
25.	An animal that can draw a cart	25.	horse
26.	Where you live	26.	home
27.	A man who entertains people in his home	27.	host
28.	Makes a car go	28.	motor
29.	To procure	29.	get

CODE OF RULES FOR ORAL READING

Remember that a Good Reader------

1. Knows the words.
2. Reads with a pleasing voice.
3. Pronounces the words clearly.
4. Reads as though talking.
5. Reads so others like to listen.
6. Has a good posture.

Print these rules on the clalkboard or bulletin board. Select a child to sit in the "oral reading chair" to read a favorite story. Children are eager to follow the code of rules for oral reading.

Children sometimes keep a record of "Books I Have Read to Others".

Have students read aloud in a group and then discuss the story.

Have individual reading with students who need extra attention, using a book that has rhyming words. Also, use nursery rhymes.

Have slow students attack reading one word at a time--then read again putting all the words together. Read the third time as in a speaking conversation.

Ask the students to act out the story. Let them read the parts as if they were the characters in the story.

Give each child an opportunity to read orally each day. Discuss how the sentence would be said in speaking conversation. Say some sentences different ways and discuss which way is right. When the teacher reads to class she should put expression into ti, helping them see that reading is written language.

Many children with reading problems in the intermediate grades dislike oral reading as a result of unsuccessful past experiences. They may overcome this aversion if they can be successful in reading short, interesting stories written at an easy level.

Suggested Techniques:

1. Make a tape recording of each child reading some material that is a little difficult for him. Reserve sufficient space on the tape following each child's recording for a second reading of the same story at a later time. As the children listen to their two different readings, the contrast will effectively demonstrate their progress and will motivate them to work toward still further progress.

2. Use different approaches for the various stories. One approach is to use a story that all can read with little difficulty. Have the children read the story aloud without having read it silently so that they can share the excitement together. Another approach is to talk first about the background of the story, next read it silently, and then read it aloud, ending with a discussion of the story and why it was enjoyable.

3. Find simple plays to be read aloud. Children with reading problems will probably not be chosen for feature roles in plays used in other circumstances, but they can all have roles in small-group work.

4. Let the children select books or stories to be read together, if a variety of supplementary sets if available.

5. Keep a record of errors made or help needed so that individual instruction can be given where needed.

Humphrey, Jack W., A Basic Program To Prevent Reading Problems, Houghton-Mifflin Company

ORAL READING

It is difficult for some children to read orally before their classmates. There is nothing more joy-killing to a listener or to the person reading than mispronouncing words, stammering, etc. Therefore, a teacher should be careful in her selection of reading for slow-readers.

Material should be selected that is one level lower than the reader's natural reading level, to read orally. The child should be given some time to read the material silently before he reads before a group.

Teachers should refrain from calling on students to read orally if there is a reading blockage.

Most children volunteer. Those who do not are usually suffering from some reading difficulty. This should be drawn out, bit by bit, over a long period of time rather than force, so that the child will learn to enjoy reading.

Give the child a chance to select what he would like to read, rather than making all the selections.

Try different ways to motivate--Have him read in a group or small portions that he can handle in order to gain self-confidence and give more ease and self-assurance.

Give the child an opportunity to select a passage to read orally. Let him practice by himself before he reads it aloud. He can also illustrate his reading selection and snow pictures as he reads.

Oral reading may be included in the reading program in a variety of ways. Choral reading is one example. By dividing the class into high, medium, and low voices for choral reading may produce interesting results. Dividing groups into girls voices and boys voices stimulates oral reading.

Presenting plays is also another method of oral reading. Word distinction and reading loudness should be stressed. This gives students an opportunity to perform in audience situations.

ORAL READING

1. Make up a reading chart for several weeks so the child can daily mark his performance. The child receives a colored star to paste on the chart if he gave an excellent performance that day.

	MONDAY				TUESDAY			
	Excellent	Very Good	Good	Fair	Excellent	Very Good	Good	Fair
Johnny		✓			☆			
Susie			✓					✓

The teacher may allow the students as a group to grade a reader for that day. The group decides how well Johnny read on Monday, then Johnny marks his performance.

2. Allow children to choose a short story to read to the class. When everyone in the group has read their story, (this may take several reading sessions) the group picks the best story and best reader by secret ballot. The best reader may then choose a special favor of the teacher for the day. (This is up to the teacher - one might allow five more minutes at recess, etc.)

3. To encourage children to follow along in the book during oral reading, the teacher begins reading a few lines then calls on soneone. They will read a few more sentences and call on soneone else. They must pay attention and it allows the teacher to learn if they know where a sentence ends.

4. Always have students read the selection silently first and learn to pronounce unknown words and practice proper phrasing.

5. Encourage competition between students in the group to see who can read the selection fastest without mistakes, but still using correct phrasing and proper pronunciation.

6. Ask students to come to your desk, one at a time, to read to you "privately". There is less embarrasment for those reading at a lower level.

ORAL READING

In the beginning stages of reading, oral presentation seems necessary to assist the child in making the connection between the spoken and printed word. Oral reading provides one means for checking on the child's reading. Difficulties in word recognition, reversal tendencies, improper phrasing, etc., may be detected by having the child read orally to the teacher. (Oral reading for this purpose should be done to the teacher, not before the group.)

The development of silent reading skills should be begun almost at the beginning of the process of learning to read. It should occupy an increasing part of the time devoted to reading as progress is made from one level to the next. The teacher who says to a class of first graders, "Read the next three lines to find out what happened to the pony," is introducing silent reading.

Don't Jump to Conclusions*

Purpose: To develop the quality of reflective thinking
Players: Small group
Materials: A series of short paragraphs, each written on a separate card, from which incorrect conclusions might be drawn.

Directions: The group is divided into two teams. Each player is given a card. The teacher or leader asks a player to read his paragraph and give the conclusion which might be "jumped to". In order to earn a point for his team, the player must also tell why this conclusion could be incorrect. The teams take turns and the one with the higher score is the winner.

Examples of two paragraphs with possible incorrect conclusions follow:

> John was standing below a window which was broken. He had a baseball glove in one hand.
> Incorrect conclusion: John didn't catch the ball and it went through the window.

> Mary was at the soda counter in the drug store. There was a spilled malted milk on the counter in front of her.
> Incorrect conclusion: Mary knocked the glass over and spilled her drink.

Longer and more complex paragraphs might be used as the children gain power. The children could write paragraphs which might be used. Answers should be clearly and logically stated. Silly answers should be discouraged.

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*Wagner, Hosier, Reading Games, Teachers' Publishing Corporation

COMPREHENSION

Reading to Understand

Probably most of our difficulties in teaching reading come from the fact that our textbooks contain too many concepts that are unfamiliar to children. Some reading books have, on a single page, a dozen words that are meaningless to a child. That is especially true in history books and geographies. It isn't that the words themselves are too difficult, but rather that the child is unfamiliar with their meaning.

In teaching a child to read, first give him material at a level of difficulty suited to his ability. Go into the lower grades and borrow books if necessary. Take easy stories, cut them up into paragraphs, paste the material on tagboard, and give it to the children to prepare for oral reading. Include in your room library, sets of easy reading books and supplementary books for the slower readers. Rewrite stories in simplified form, putting them on library tables for children to read. Teach slow children from blackboard stories.

If you are faced with the problem of using one book which is too difficult for your pupils, organize your class into small groups, getting together pupils of like ability as far as possible. With your slow groups, do not be concerned with how much ground you can cover, but rather with how well they are comprehending what they do read. Whether the book you are using is a geography, a history, or a reader, the first thing you need to do is to see that your pupils have meanings or concepts with which to read it. This is absolutely necessary whether it is in the first grade or in the twelfth!

The following are a few specific suggestions that may enable you to lift some of your pupils from the level of mere word calling to the status of real readers.

1. Be so familiar with the material yourself that you can sense the difficulties the children will encounter.
2. Never plunge into a selection without doing something to arouse interest and a desire to read on the part of the child. Talk about the illustrations, and give appropriate background data and any related facts that will make him want to find out more about the material to be read.
3. Make the new concepts in the story meaningful to the pupil before any reading is attempted. As these new concepts are taken up and explained, put the words and phrases on the blackboard so that he will connect the word and the concept. Never give an isolated vocabulary drill before a reading lesson. Connect vocabulary directly with the story that is to be read.
4. Observing the important rule "Always Read for a Specific Purpose", present questions around which the child may organize his thoughts as he reads silently. Set up different purposes for reading. (We read to answer questions, to locate the topic sentence in a paragraph, to outline the article read, to make up questions of our own.)
5. After a story has been read silently, it is often helpful to have it reread orally. Even then, there should be a purpose for the rereading.

Reading to Understand (Cont.)

A child does not have to know absolutely every word in order to be able to read a paragraph silently. Encourage him to read on to the end of the sentence which contains a word he doesn't know, and quite often if he goes back he can see that he really understands the meaning of the word from its use in the sentence.

Other ways in which he can find the meaning of a new word are to:

1. Guess the word from the general meaning and the beginning sound.
2. Guess it from the general meaning, the beginning sound, and the ending sound.
3. Look for little familiar words in a big word, and then try to pronounce the word and get its meaning.
4. Divide a word into syllables for pronunciation.

It is very necessary for a child to know phonetic sounds if he is to depend on them largely in getting new words for himself. Teachers in every grade should teach the children how to recognize the sounds that they have not learned in the previous grades. It is every teacher's job, no matter what grade she may have, to give the children a knowledge of phonics if they have not already acquired this. Many of the manuals that go with series of readers outline good plans for phonetic teaching.

COMPREHENSION

Adequate comprehension of a word is inferred if the child can:

1. Point to it, frame it, pick it up, and match it when it is presented by itself.

2. Point to it, frame it, pick it up, and match it when it is presented in the presence of a distractor.

3. Name it when it is presented with a picture clue.

4. Name it when it is presented without a picture clue.

5. Write it when verbally given its name.

6. Place the word in its proper context when given the word, a distractor, and the context.

7. Verbally apply the word to appropriate situations that it names.

8. Verbally supply the first common definition.

9. Write the word into a complete sentence.

10. Verbally and motorically classify the word under two or more categories.

11. Verbally use the word appropriately in a simple and complex sentence.

12. Verbally and motorically supply one or more synonyms and antonyms for the word.

13. Verbally supply two or more definitions for the word.

14. Verbally describe the origin and history of the word's evolution of usage.

15. Motorically issustrate the word.

16. Dramatize one or more meanings of the word.

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COMPREHENSION

In addition to the comprehension exercises in the basal text, there are many fine non-consumable skillbooks and kits that are available to help promote skills in comprehension. Children can be placed to use these materials according to their test results, but care should be taken not to start the children at a level too difficult for them. It is better to start children with easier materials and advance them to higher levels than to have children fail and be put into easier materials later.

Suggested Techniques:

1. Although the instructional level of a pupil may be third grade, he may never have worked with a particular supplementary reading series that the teacher wishes to use and that emphasizes comprehension. Start him at first or second grade level. Let him make high scores and have success and praise. This "running start" technique will give him a basic review of the skills stressed in the series and will also furnish momentum that will help him break through barriers to higher levels of reading achievement.

2. Read aloud as a group a short story in one of the books being used. Then work the exercises together. By doing this occasionally, you can check on pupil progress and at the same time, let pupils exhibit their success to others in the group.

3. Use a copy machine to make an overhead slide of the daily paper's sports page. The children in the low group probably are quite interested in sports, but they may not be familiar with the contents of the sports page. Interesting words such as bunt, blooper, pegged, and Texas leaguer can be discussed. The teacher can show such children how to read box scores, batting averages, league standings, and other parts of the page.

Humphrey, Jack W., A Basic Program To Prevent Reading Problems, Houghton-Mifflin Company.

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COMPREHENSION

Since meaning is dependent upon experience, and since many children lack the background of experiences necessary to get meaning from much of the material they are asked to read, it becomes necessary to build this background through excursions, concrete activities, pictures, description, discussion, and the like.

Children need to reach a certain stage of physical, mental, and emotional maturity before they undertake the usual first grade program in reading. Many first grade entrants lack the necessary degree of maturity in one or all of these aspects. Furthermore, the background of experiences, which the beginning child has had, conditions his readiness for reading. His concepts or ideas about such things as animals, policemen, automobiles, a circus, stores, etc., are necessarily dependent upon the quantity and quality of his experiences. So too are his spoken vocabulary and ability to speak in units of thought limited by the opportunities he has had to see and do things and to talk about them.

Ways to Teach Comprehension

Asking negative questions is a big help. Watch a five- or six-year-old. You put a picture up and you say, "Okay, what can you do to a horse?" Out of a group of 10, five of them have had an experience. The others don't know what you can do with a horse. We turn it completely around and say, "What can't you do with a horse?" You ought to see the different responses you get. Every child can tell you what you can't do with a horse. "What can't you do?" "Well, you can't take a horse to bed with you." Someone else might say, "You can too if you live in a barn." This kid never thought about this. So now you find, what can you do with a horse? You can take a horse to bed with you, if you live in a barn. You can flip the thing over by using a negative question as a stimulus to get a variety of answers. Kids love to do this. You will get more conversation out of a single picture than any single thing you can do.

This increases comprehension because you're asking the child to look at something from a different point of view--not to find a correct answer but to see what he can learn about it. You're asking him to comprehend everything he can about an object, an action, a word. Anything that helps a child exercise his mind, his imagination, helps his comprehension skills.

Read a story and ask questions pertaining to the story. Use S.R.A. story booklets and then have students answer the questions.

Use a reading machine that tells a story and then have the students write a paragraph about some certain part of the story.

After reading a story, ask the children questions about what happened in the story. The questions are asked in the story sequence, so that by answering them, we also retell the story.

Create a special character for your room. Make up stories with not too many details and then let children draw pictures of the important events, or they may draw sequence pictures relating to the story.

Pictures cut from old readiness books and placed in an envelope may be used to teach sequence. Child arranges the pictures in sequence on flannel board or he selects pictures and tells about each picture.

After learning nursery rhymes, use this game.

All of these storybook characters were going somewhere. Can you tell where they went?

1. Jack and Jill
2. Bobby Shafto
3. Pussycat
4. Wee Willie Winkie
5. Doctor Foster
6. Crooked man
7. My Pretty Maid
8. Little Red Ridinghood
9. A Pieman
10. My Son John
11. Old Mother Hubbard

Functions: (1) Serves as a diagnostic tool, enabling you to identify children who have difficulty understanding material suitable to their grade level when it is read to them;
(2) Provides practice in purposeful listening to help children improve listening comprehension. The listening exercises increase in difficulty as the school year progresses.

Directions. Each child should have a piece of drawing paper and a box of crayons. Say, "I am going to read a story to you. Then I will ask you some questions. You are to draw pictures to answer the questions. Use colors that help to answer the questions. Listen very carefully." After determining that you have the complete attention of the class, read the story that follows. Ask the questions following the story, allowing reasonable time for the children to complete their drawings.

Evaluation. Immediately after an exercise has been completed, you should review each question briefly with your entire class. Discuss why some drawings answer a question while others do not. To allow for children who draw poorly, make a quick check of each paper before discussing the answers. Ask a child to identify any drawing that is not clearly a right or wrong answer. Label the drawing to agree with the child's identification. During the discussion, children may retain their papers, with the understanding that their drawings are not to be changed or altered in any way.

The next step is separate evaluation of each paper. A simple chart that shows the number of wrong answers on each exercise will help you keep track of each child's progress. Additional practice in listening is recommended for those children who continue to miss one or more questions on successive listening exercises. Short, simple stories may be used.

You, the teacher, are best able to determine listening skills yardsticks for your particular class. Your expectations should reflect a child's physical and emotional maturity, rate of progress, and environmental background.

STORY -

Three little kittens were always getting into mischief. One day, they climbed a tree and had to be carried down by a big boy. Another day, they took naps in a basket of clean clothes and left muddy footprints on the clothes. The funniest thing that the little kittens did was to play with some balloons. They rolled the balloons. They pushed the balloons. Then the kittens jumped up on the balloons. When the balloons popped, three very frightened kittens ran off.

1. What did the kittens climb? (tree)
2. Where did they take naps? (clothes basket)
3. What was the funniest thing they played with? (balloons)

Activities for Increasing Comprehension

1. Rearrange simple sentences. Scrambled Eggs--The sentences are all scrambled. The children unscramble them to make new sentences which make sense. The word that is underlined begins the sentence.

   Example: bicycle Mary her town to rode. Mary rode her bicycle to town.

2. Selecting a sentence that describes a picture.

3. Selecting a sentence or phrase to answer a difinite question.

4. To prevent verbalism, ask questions such as these--
   a. Tell me the story in your own words.
   b. Why is that person your favorite character;
   c. What do you think will happen to the hero next?
   d. What did you learn from this story or book that you didn't already know?
   e. What did the cake taste like? How big was the giant? What did the burning leaves smell like? How did the foghorn sound? (Use imagination)

5. Learn to draw inferences by requiring pupils to describe how character felt. Select appropriate face (smiling, sad, perplexed, frightened).

6. Capitalize on group interests. Essential skills can be developed whether the topic is birds, cars, sports, dogs, etc.

7. Read a story to the children and stop at a very exciting point because you "just are too busy to finish". Children will want to read book to learn what happened.

8. Use games such as password, scrabble, crossword puzzles, riddles, and jokes. Dolch publishes a good crossword puzzle book.

9. Set a purpose for reading a story so that it can be answered in one word. Do not ask the child the answer, but--"Show me the answer" or "Which of these is the answer?".

10. For all comprehension, a systematic attack on basic comprehension abilities is necessary. It appears to follow in this sequence:
    a. Factual recognition
    b. Facutal recall
    c. Justification of inferences
    d. Making of inferences
    e. Making and automatically justifying inferences.

COMPREHENSION

1-3

1. Teach critical reading by asking why child likes or dislikes a book or story.

2. Make the child think by asking, "What would you have done" in this situation.

3. Find the main idea of the story or paragraph.

4. Putting sentences into sequential order.

5. Ask who the main characters are in a story.

6. EDL Reading Machine stories with follow-up questions on ditto.

7. Find the key sentence to a paragraph, or the most important sentence.

8. Use exercise of finding the best title for a paragraph. Which of the three titles given is the best.

9. Find the sentence in the story that answers the question you asked. Or find the sentence that gives the main idea.

10. Find the sentence that does not belong in a paragraph.

11. Find the word that does not belong with the other words in a box or line.

12. (Use Reading-Thinking Skills Ditto's Part I and Part II Continental)

13. Use Aesop Fables as found in (whatever book is available) There are questions to be filled in under each story, plus finding the main idea or what lesson the story teaches.

14. Use SRA Reading Laboratories.

15. SRA Regular Reading Program and Workbooks are excellent. Workbooks could be used alone for comprehension skills.

16. Write a story about a picture or sequence of pictures.

17. Short comic strips cut apart and placed in envelopes are good practice for sequence order.

18. Retell a story read getting details in proper order.

19. Make exercises by writing paragraphs with sentence or words that do not belong. Child has to find these and cross them out.

20. Teach child to read in phrases, not by word. On chalkboard or chart, use hand or pointer to sweep under a phrase, not a word. Use phrase cards. Match phrases with meaning.

Comic Capers (Grades 2-6) The aim of the game is to provide practice in developing sequence. The whole class can be involved at one time, or individuals can play. Cut apart the comic strips from old Sunday newspapers. Shuffle and put into a labeled envelope the batch of boxes for each strip. (For children in the upper grades, throw in a "sleeper"--a box that doesn't fit the particular strip.) A child is given an envelope with instructions to put the boxes in the proper story order. Once that's finished, he tells or writes the story he's put together.

Pantomime (Grades 1-3) Here's a game that offers practice in concentration and in comprehension. To play, you need a set of cards, each with an instruction printed on it. Depending on ability level of the class, instructions can be simple (e.g., "Touch your shoe") or complex (e.g. "Hop to the bookcase, take a book, walk to the third desk in row one, and put the book down). Place the cards face down on the table. A child selects a card, is given a few seconds to read it, and then follows the instructions. The class tries to guess the instruction on the basis of the performance.

Ready, Set Go (Grades 4-6) For this contest, pupils use their reading texts. The aim is to develop speed in reading for meaning. Before you try the game, make sure your pupils know that certain words in a sentence are important to its meaning, while others are not. For practice, write the first paragraph of a reading story on the board. Have the children name words you can erase without destroying its meaning.

Now for the game. Tell the children that you're going to give them only two seconds to find out as much as they can about the next two paragraphs of the story. Warn them that they won't have time to concentrate on every word in the paragraphs. They will have to skim for topic words and sentences.

Scrambled Sentences (Grades 2-6) Make sets of word cards, each of which can be arranged to form a sentence. Distribute a set to each team, and have a race to see which group is the first to arrange its cards in sentence order. (For the early grades, use only simple sentences.)

Picture Stories (Grades 2-6) Collect action pictures and mount each on heavy paper. Write a sentence about each picture on the chalkboard. Hold up a picture. See if the children can select the sentence that best describes it.

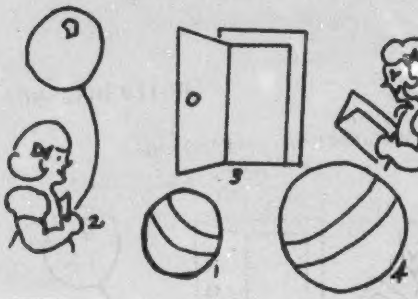
Telegrams (Grades 4-6) Use letters written by the class or suitable paragraphs from classroom reading for this activity. Ask the children to rewrite them as though they were telegrams. (Good practice in spotting topic words and sentences.)

Headliners (Grades 3-6) Separate newspaper stories from their headlines. The children try to match stories with headlines. Or, for older children, have them try to write headlines for stories.

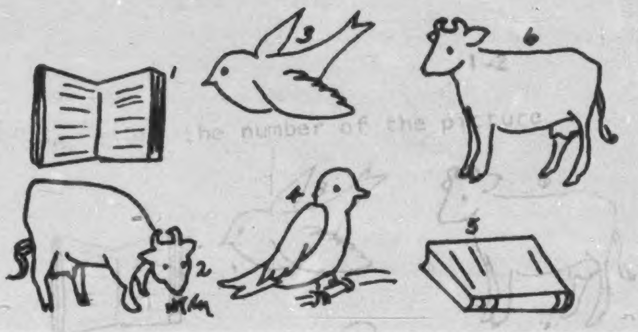
COMPREHENSION

1-2

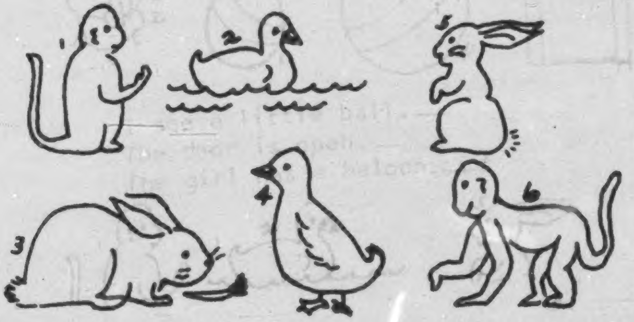
Write the sentences. After each one, place the number of the picture that goes with it.



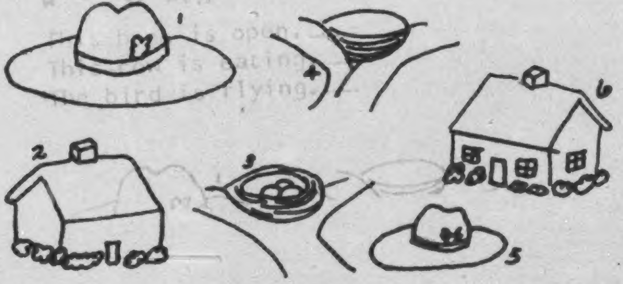
I see a little ball.___
The door is open.___
The girl has a baloon.___



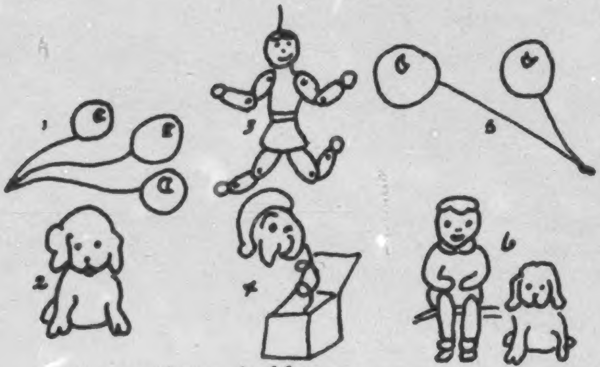
This book is open.___
This cow is eating.___
The bird is flying.___



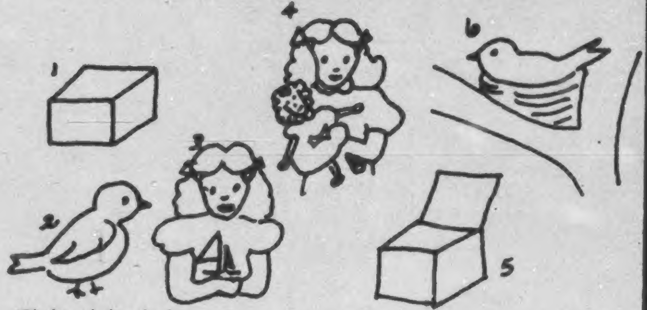
This monkey walks.___
The rabbit eats a carrot.___
The duck is in the water.___



This house has no windows.___
I see a big hat.___
The nest has eggs.___



I see three balloons.___
The dog is beside a boy.___
See the jumping Jack.___



This bird is on a nest.___
The girl has a doll.___
This box is closed.___

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Helping Word Callers

There are usually three or four reasons back of the habit of saying words without much attention to the thought expressed.

1. The vocabulary may be too difficult. If so, utilize simpler material for a time so that interest will be stimulated by easy reading. Spend more time in discussions in which you repeatedly use certain words in a meaningful way.

2. The thought content may be too difficult. If a particular book or story is outside the children's experience, try to provide the necessary ideas through field trips, exhibit material, experiments, or discussions and explanations.

3. The children may have a very meager background of general experience. Then you must provide many types of worth-while experiences.

4. The pupils may not know that reading can be fun. If this is the case, read them the most interesting stories you can find, commenting just enough to hold interest and interpret the meaning. Be enthusiastic yourself and they will catch your enthusiasm.

Activities that Help Children to Get the Thought.

1. Finding answers to questions that bring out main points of a story.
2. Finding answers to questions that call for main points in informational material.
3. Following directions in a written assignment.
4. Discussing incidents in stories and reasons for certain actions on the part of important characters.
5. Reproducing stories and dramatizing stories.
6. Illustrating incidents in stories.
7. Testing comprehension by informal tests.

READING-THINKING SKILLS

EVALUATING CONTENT

Decide whether the statements below the story are true or false. Base your decisions upon information in the story. Write "True" or "False" before each statement. Write the evidence for your answer after each statement.

THE APOLOGY

In response to his gruff summons, I had entered the room, and shut the door quietly behind me. There was a pause of complete stillness, in which the buzzing of the bees among the pink roses sounded as loud as a flight of aircraft.

I said, "Grandfather?" on a note of painful hesitation.

His voice was harsh when he spoke, and the words uncompromising, but I had seen him wet his lips and make the attempt twice. "Well, Annabel?"

I went quickly across the room and knelt down beside the sofa and put my hands on his lap, on top of the plaid rug. His thin hand, with its prominent blue-knotted veins, came down hard over mine, surprisingly strong and warm.

In the end it was easy to know what to say. I said quite simply, "I'm sorry, Grandfather. Will you have me back?"

The hand moved, holding mine together even more tightly. "I said no", said Grandfather crisply, "it would be no more than you deserve." He cleared his throat violently. "We thought you were dead."

"I'm sorry."

His other hand reached forward and lifted my chin. He studied my face, turning it towards the light of the window. I bit my lip and waited, not meeting his gaze. He said nothing for a long time, then as harshly as before, "You've been unhappy, haven't you?"

I nodded. He let me go, and at last I was able to put my forehead down on the rug, so that he couldn't see my face. He said, "So have we." and fell silent again, patting my hand.

______________ 1. This story appeals to the reader's sense of humor.

______________ 2. Early in the story, the author gives a clue to the emotions of the characters.

______________ 3. The storyteller is unidentified.

______________ 4. Setting is more important than mood in this story.

______________ 5. The characters reveal their feelings by actions as well as by words.

______________ 6. The reader is left in doubt about the reason for the apology.

______________ 7. The author uses a simile for vividness.

______________ 8. Grandfather is robust, impassive, and vindictive.

______________ 9. Annabel is apprehensive, discerning, and repentant.

Reading for Comprehension and Pleasure

Objective: Improve reading with a specific purpose. To study characters, setting, author, main events, find supporting details, following and understanding the plot and anticipating outcome.

1. Identify characters. (major and minor), visualization of characters, recognizing character traits, recognizing relationship between characters and environment.
2. Setting, visualize: determine time and place.
3. Author; relate author's life to the story. Discuss author's life and other books that the aughor might have written.
4. Locating the main events. Relating main ideas and events.
5. Locating supporting details. Relating supporting details to main event.
6. Following and understanding the plot.
7. Anticipating outcome.
8. Understanding and following directions.
9. Find main idea of the story or selection. (Teacher could list several choices, students make the choice).
10. Describe an illustration, tell what is happening and why. (Photographs and illustrations can be used to interest the reluctant reader).
11. Discuss title, and make suggestions for a different title.
12. Read for specific details (recall precise details.)
13. List events in order of happening.
14. Organizational thinking; How can I arrange this information so that I can remember?
15. Think creatively; What could I do with this information? Could I apply it to some other situation?
16. Retell the story. (Condense and put into the words of the student).
17. Give the tone of the story (happy, sad, humorous, etc.)
18. Interpreting words (those that are not directly explained).
19. Drawing inference (What does it tell me that is not said directly?).
20. Students should be asked questions--Are the characters real? Fictional? Are the characters moral, honest, trustworthy, etc. Does truth and justice prevail in the story? Is the story told in an interesting way? Did the story supply a satisfactory conclusion? Is there a moral lesson that we could get? How would you have ended the story?

Skimming The News

Purpose: To provide the opportunity for skimming a newspaper to locate answers to questions.
Players Small group
Materials: Several copies of the same newspaper.

Directions: Give each child a copy of the same page of the paper with its variety of stories and headings. The pupils are instructed to get as many different ideas as they can by glancing over the whole page in one or two minutes. As soon as time is up, the paper is folded and the pupils list orally or in writing, the number of different ideas obtained.

Adaptations: A selected article may be assigned and specific questions asked. This would be a good time to make children aware of the fact that newspapers often try to get the 4 w's (who, when, where, what) in the first sentence and that the remainder of the article gives more details. It can be pointed out that news items are written that way for easy skimming.

Cautions: In introducing the game, several minutes should be allowed for skimming and reading. As the children become more skillful, the time may be shortened.

Second-Chance Listening

Purpose: To listen to an oral reading in order to recall significant facts.
Players: A small group.
Materials: A short selection from a content textbook, or a short story (probably 1 to 5 minutes in length); paper and pencil for each child.

Directions: A pupil reads the selection. The others in the group or class listen intently in order to remember the important facts and ideas. The reader then asks several carefully planned questions and the listeners write their answers on one side of a numbered page. When finished, they turn their papers over. The selection is reread and at the close, the questions are asked again. The listeners write their answers a second time and then compare these answers with the ones on the other side of the page. After playing this game several times, pupils should develop the listening habits which would enable them to close the gap between their scores on the first test and the second.

Adaptations: Children could select materials to be read and form the questions.

Cautions: The reader must have practiced so he uses good diction and interpretation. The questions should be answerable in a few words and only one best answer.

Understanding Ideas

The pupils may use a selected short passage from their books. List topics, some of which are present in the selection you assign, and some of which are not. They are to read the selection and choose the ideas which are found in it, eliminating the others.

In reading circles, have each child read one page orally, then tell briefly what the page said. Use a brief reading assignment with 2 or 3 questions following.

From magazines and newspapers, clip out short amusing items--jokes, unusual or interesting facts, embarrassing moments, and so on. Mount these attractively on colored paper. Then the children can read an item and tell the class in their own words what they have read. One can also paste questions about the selection on the same sheet of paper and have the children write the answers.

Lists of statements about characters can be made. Then a game of "Who Am I?" or "Where Did It Happen?" can be played.

In a Social Studies lesson, when studying other countries, have students write letters back home giving accounts of their travel experiences.

Wheel Devices--Cut 2 different size circles out of oaktag. Fasten in the center with a brad. They may be divided into 16 or 32 sections with questions and answers written on the top and bottom respectively. The wheels can be rotated until question and answer lines up.

Organizing Ideas

Give the children paragraphs of four or five sentences each in which the sentences are out of order so that they do not follow one another consecutively. The children are to rearrange the sentences, placing them in their proper sequence so that the paragraphs are logical.

Take a list of different items in scrambled order. Have the class put them in correct sequence. (Preview of outlining.)

Sentence Completion

Put two lists on the blackboard or, better still, distribute duplicated or typewritten sheets. The first list consists of beginnings of sentences, and the second, of the sentence endings. The endings should not be written in the same order as the beginnings which they match. The children are to select the proper completing parts and write the sentences in their correct form.

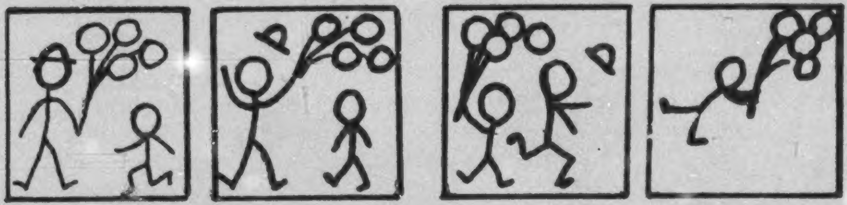
Role-Playing

To help children "see pictures" in their minds as they read, have them to take turns being the characters and only give one or two short parts of the story at one time. The children say the parts in their own words, after reading to find what is being talked about in the conversation. These role-plays are not planned as in dramatizing and don't use props or costumes. They are used when the class decides it would be fun to really see how the characters react to what is being said or done.

Stories From Pictures

The more children write, the better they read, and then the more they want to write! Simple animated stick figures work wonders in stimulating thoughtful writing by average or culturally deprived children.

First, talk with the class about the pictures in such a way that they cannot miss story possibilities. What do the figures represent? Brother and sister, parents, or friends? What action, time of day, or place is suggested? What happens to make a story? Tape the first stories. Play-back introduces the concept of editing when children discover that it means changing a word, incident, or character to make a more exciting story.



Word Rings

Word rings are a good individual drill device for reading comprehension Each word of a short sentence is written on a cardboard strip. A hole is punched in each strip and all put on a ring or paper fastener. A person reads the words, then rearranges them to make the sentence.

When a user becomes proficient at this activity, one of the key words in the sentence can be represented by a blank card. Now the task involves reading the words, putting them in a sequence, and supplying a missing word to make sense.

IOWA EVERY-PUPIL TESTS OF BASIC SKILLS

SUGGESTIONS FOR REMEDIAL WORK

SUGGESTIONS FOR DEVELOPING PARAGRAPH COMPREHENSION AND ABILITY TO NOTE AND COMPREHEND DETAILS.

From the first grade on, reading for thought should be emphasized. Children do not suddenly learn to read with comprehension in the sixth grade; thoughtful reading at that level is the result of a long period of growth, beginning in the first grade. No amount of drill at the higher levels can make up for a lack of attention to reading as a thought-getting process in the middle or lower grades. Many of the following suggestions, therefore, should be of value to teachers at the lower as well as the higher grade levels.

1. Have children state, orally or in writing, their own topics or heading for a given paragraph.
2. Make use of exercises in filling in blanks, answering multiple-choice questions, and completing sentences to develop comprehension. (The test items will suggest some exercises of this type.)
3. Frequently give the directions for the daily lessons in written form rather than orally, so that children become used to following printed directions understandingly.
4. In considering new words, emphasize meanings and use in context rather than the phonics of the words.
5. In no case, from the first grade on, permit verbalism, the mere reading of words. Insist that children know what they are reading about.
6. From several possible topics or headings for a given paragraph, have pupils choose the best heading. (See test items).
7. Have children underline or choose the topic sentence of each paragraph or the sentence which best tells what the whole paragraph is about, or have them tell what the purpose of the paragraph is.
8. Have children make up questions which the material answers or prepare answers to questions about the material.
9. Have children summarize material read, stating clearly the main ideas or important points of a paragraph or section. To do this orally may save time. (It is essential, at least in the first lessons on this skill of giving the main idea, that materials be chosen which are really thought-units and which have one definite and clearly expressed central idea. It is desirable to begin drill upon paragraphs in which this main idea is expressed by a topic sentence, and gradually work up to more difficult paragraphs in which the main idea can best be expressed by phrases other than those found in the paragraph.)
10. Raise questions like: "Which paragraph gives the best information about........? or "Which paragraph answers this question.............?"
11. See that children have material to read which is easy enough. Then insist upon complete mastery of the ideas in it. The mere pronunciation of the words is valueless.
12. Have children write topic sentences.
13. Have children answer thought-questions which require comprehension of paragraphs.

SUGGESTIONS FOR DEVELOPING ABILITY TO ORGANIZE IDEAS.

The development of organization skills, as well as the skills involved in paragraph comprehension, should be begun early and continued through all grades. However, if children have not done any of this type of reading at the lower grade levels, teachers in the higher grades should begin with the simpler skills. Many of the exercises used in developing comprehension are also valuable in developing organization skills. The following are suggestive.

Cont.- Developing ability to organize ideas.

1. In the lower grades, children may choose all of the sentences which prove a point or all of the words which describe an incident.
2. Pupils may be drilled on finding as many topics as possible under a given topic or all of the causes of an incident.
3. Exercises similar to those in the test may be used: "Which of the following questions are answered by this material?" "Which are the most important points to remember in this lesson?" "Which of a group of subtopics belong under a given heading?" "What did they do first?"
4. Outlining lessons in other fields and gathering all data possible on a topic in geography or science are good methods of developing organization.
5. Because of the difficulty of constructing objective exercises in outlining, the test does not contain a great number of such situations. However, the course of study should contain definite and systematic provision for teaching outlining. The order of exercises should probably be sonething as follows:

   (a) Give the main topic, require pupils to fill in the subheadings. Indicate how many subheadings there are.
   (b) Same as a, but the number of subheadings not indicated.
   (c) Require pupils to outline a paragraph, giving subheadings, without guidance
   (d) Introduce subtopics to be placed under the subheadings, and go through the same steps as a, b, c.
   (e) Have pupils outline longer passages, first with skeleton outlines, then without help.
6. Other types of organization exercises:
   (a) What facts would you use to show that.....? or "What facts would you use to prove that.....?" or "What facts would you use to decide whether....?"
   (b) In the following list, check the facts which you would use to prove......."
   (c) Classifying facts under certain characteristics or common principles.
7. Have children organize under certain headings questions or problems raised in class discussion.
8. Have children place events in the time order of occurrence.

SUGGESTIONS FOR DEVELOPING GRASP OF TOTAL MEANING

This ability, of course, is closely related to the other reading skills, and much the same types of exercises may be used for remedial drill as in the cases of comprehension and organization. The following types of questions and exercises are useful.

1. "Select the best title from the following."
2. "What chief question is answered by this article?"
3. "What was the author's purpose in writing the article?"
4. "What is the one most important thing to remember from the selection?"
5. "Which of the following is the best conclusion to draw from this article?"
6. "Which statement has been shown to be false by this article?"
7. Have children go through several articles or chapters and choose the one which is most completely apropos of the subject they are looking for.

SUGGESTIONS FOR INCREASING VOCABULARY.

1. Teach children to ask about any new or unusual or non-understood words as they encounter them.
2. Put such words on the board, and encourage their frequent use.
3. Enrich the curriculum generally, so that children have much material to talk and think about. Encourage the reading of other books and magazines. Nothing can take the place of varied experience and of wide reading in building up meanings.
4. Have frequent oral tests covering new words, using them in sentences, and discussing their meanings.
5. As any unit of subject is finished, children may, alone or with the teacher, make lists of words or phrases which have been learned by the study of the unit.
6. Drill on words in context, not in isolation.
7. Keep the emphasis upon meaning rather than upon mere recognition or mechanical pronunciation of words.
8. Make specific attempts to break the habit of passing by unknown words in reading without looking them up.
9. Drill pupils in giving synonyms and antonyms, both for words and for phrases.
10. Give considerable practice in deriving meanings from the context.

1. Have children underline, circle, or box certain words in a story.

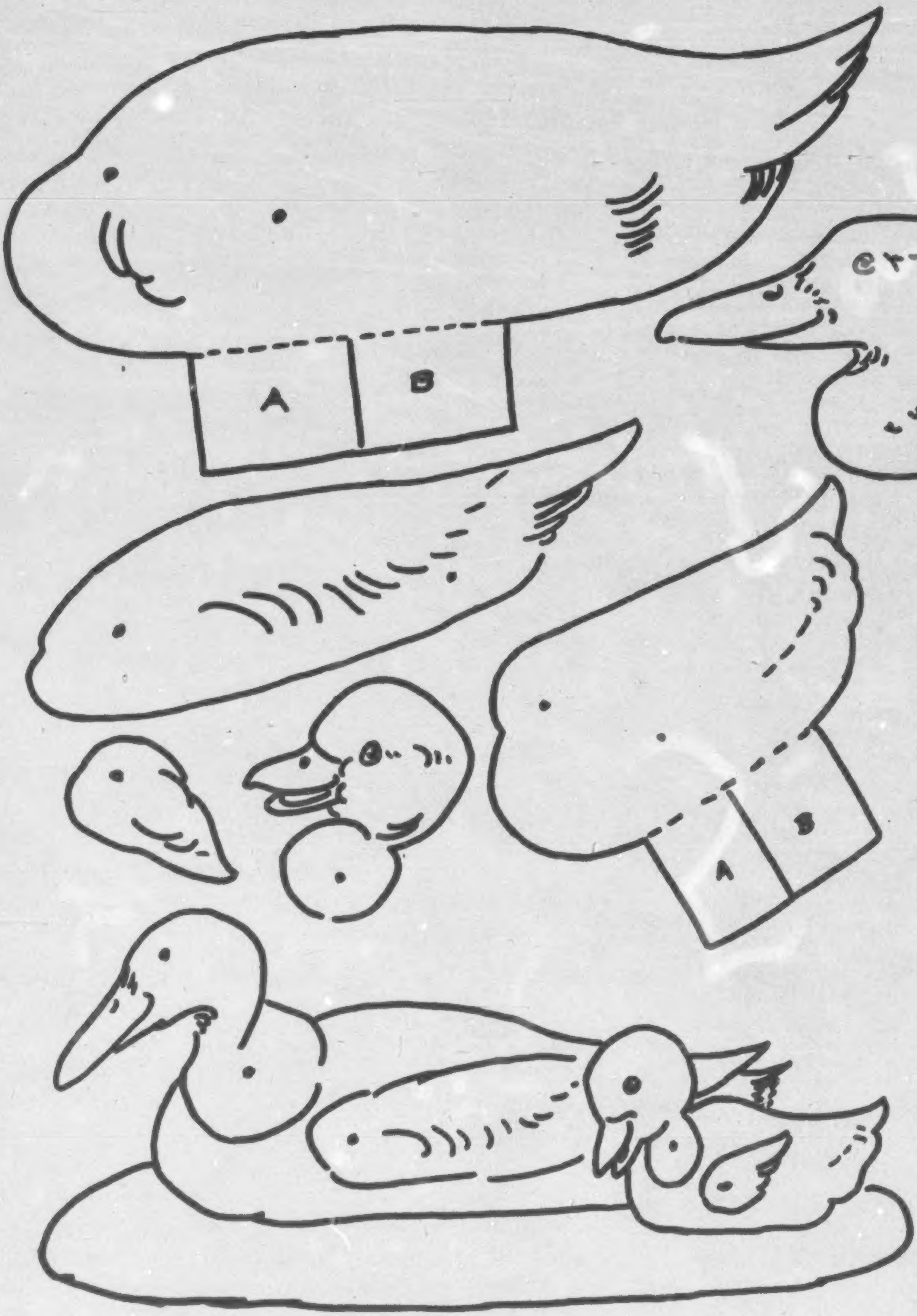
2. Draw "Treasure Maps" for finding something in the room. Children exchange maps and find treasure.

3. Give exercises of unfinished story. Children write an ending. This could be done by using a tape recorder.

4. On the chalkboard, write easy directions. This can be used at recess when the children can not play outside. Write instructions for the boys and girls to follow. No one says anything or reads any part out loud. The children are to do as the sentence instructs.

   Examples: Mary, Jim, Joe, and Susan choose a partner then skip around the room.

   Jane, water the plant on my desk, please.



Cut the parts of Mrs. Duck from white construction paper, the little one from soft yellow. Join with small paper fasteners. Cut the "pool" from blue about 9" x 3". Cut a slit 2" for Mrs. Duck, a smaller one for the duckling. Bend A and B in opposite ways and paste.

FOLLOWING WRITTEN DIRECTIONS

Print the following 7 descriptions of clowns on separate pieces of chart paper. Let children read and draw pictures to match the descriptions. They have fun and learn to follow directions, too.

1. Fatso is a short clown.
   His suit has big green and yellow dots on it.
   He has a flat hat with a red feather in it.
   He is eating a big hot dog.

2. Curly is a woman clown.
   Her suit is half red and half white.
   She has a big red bow in her brown hair.
   She is pushing a baby buggy.

3. Skinny is a black clown.
   He has a suit with blue checks.
   He has a red clown hat.
   He has the biggest feet you ever saw.
   He is riding a giant scooter.

4. Nosey has big ears.
   His suit is like a rainbow.
   His tall hat has a yellow flower on it.
   He is riding a bicycle.

5. Sad Sack is a tall clown.
   He has tears on his cheeks.
   His purple pants are too big.
   He has the funniest hat you ever saw.
   He is riding a little donkey.

6. Sam is a tramp clown.
   His clothes are old and torn.
   His big toe sticks out of his shoe.
   He has a very long orange tie.
   His tall black hat has a big hole in it.

7. Fancy Nancy's hat is big.
   It has pink and purple flowers on it.
   Her dress has black dots in it.
   Her shoes have high heels.
   Fancy Nancy is eating an ice cream cone.

Have each child write a description of his drawing. They may also think of funny names for their drawings. Hang the drawings around the room. Let each child read his description to the class and have the others decide which drawing it matches.

FOLLOWING WRITTEN DIRECTIONS

Exercise I

Draw on blackboard, the letters in position shown below. Under this, list directions given.

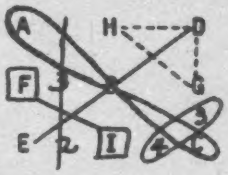
A H D

F B G

E I C

Directions:

1. Draw a figure 8 starting at A and going around C, crossing at B.
2. Draw a square around F. Draw a square around I. Connect these squares with a straight line.
3. Draw a straight line from E to D, passing through B.
4. Write the figure "1" between A and H. Write the figure "3" between F and B. Write the figure "2" between E and I. Using a straight line, connect "1" with "2" passing through "3".
5. Starting at H, use a broken line (-----) and mark the way to D. Continuing with a broken line, mark to G from D. From G mark to H. The design should have the shape of a triangle.
6. Write the figure "3" between G and C. Write the figure "4" between I and C. Using an oblong circle, enclose these numbers.



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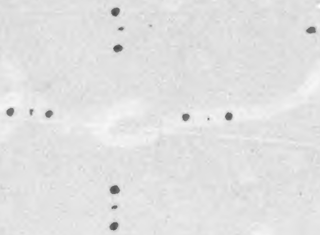
Exercise II

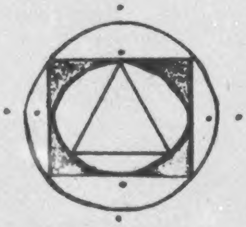
Draw on the blackboard the dots in the positions as shown below.



Directions:

1. To the best of your ability, make a large circle using the dots to guide your work.

2. Within this large circle, draw a square, making the corners touch the circle at 4 places.
3. Within the square, draw another circle, making it touch the square at 4 places.
4. With your pencil, shade the area outside the inner circle and within the square.
5. Within the last circle, draw any geometric figure you wish, but it must be kept within the area of the circle and touch the circle at three or four places.



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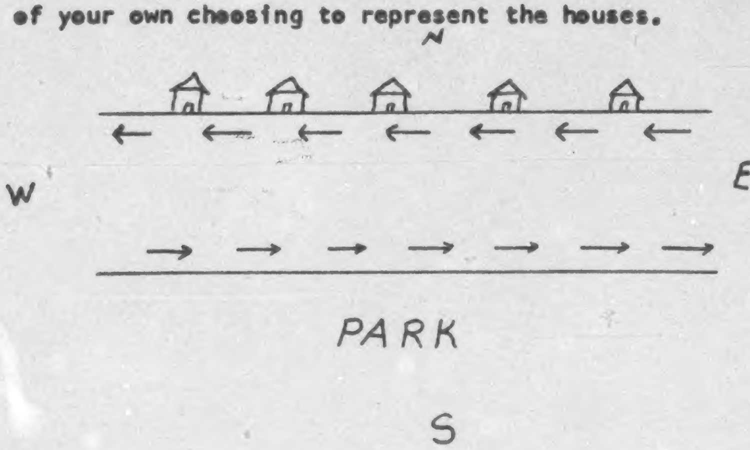
Exercise III

List the following directions on the blackboard.

1. On your paper use the letter N for north, S for south, E for east, and W for west. Place these letters where you would find them on a map.
2. Between west and east, there is a street, draw two parallel lines, about an inch apart, running from west to east.
3. On the north side of this street, the traffic moves west. Using arrows show the direction of the traffic on the north side of the street.
4. On the south side of the street, the traffic moves west to east. Using arrows, show the way the traffic moves.
5. There is a city park on the south side of the street. Write PARK in this area.
6. There are five houses on the north side of the street. Use a symbol of your own choosing to represent the houses.



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Make copies of the following to give to each child.

Force your eyes to take in as many words as you can at a glance. Make an effort to read fast and still get the thought.

The secret of fluent reading is to be able to take in several words with pause of the eye. First fix your eyes on one phrase and then try to read that group at one glance. Then quickly move eyes to another phrase and try to read that group at one time. Continue this way until you have read an entire story.

You might start by placing lines / between groups of words or print. Practice as often as possible. After you have had some practice, start timing yourself with a watch or clock that has a second hand. Write your starting time and finishing time. You will note that this skill improves reading rate. Do this each day. You will be surprised how much you gain in fluency.

Give students the following instructions:

Train your eyes to pick up a group of word at one look or glance. It is also important that your eyes learn to keep the right words together in a group. These groups may be called thought units.

Read the following thought units. Do your eyes make more than one fixation on a group? Make a check mark in front of each group that you can see at one eye pause.

1. A fast reader
2. They dealt kindly
3. in the land
4. the people
5. to dwell
6. The mother will
7. They worshiped
8. land of Moab
9. in Bible times
10. Entreat me not

Timed tests or SRA Rate Builders are very good for fluency, speed, and comprehension. Reading Machines are also very good.

The Controlled Reader can be used to increase fluency of reading and comprehension. First, have children read the story silently on the Reader, then give a comprehension test about the story.

Below is a comprehension test on the story, Downy Duck, first grade:

DOWNY DUCK

A. Yes or No Circle one

1. Downy was a little boy Yes No
2. The boy had a pretty red coat. Yes No
3. Downy wished for a grandmother to make him a coat. Yes No
4. The Brown Bear said, "I eat boys, too." Yes No
5. The grandmother made a red coat for Downy. Yes No

B. Draw a line under the right answer.

1. The grandmother sat in a chair by the ____________________.
door window fire
2. Downy said, "I wish I had a ____________________ like that.
coat grandmother hat
3. If a red coat gets in the water, it will ____________________.
get big get little get white
4. The bears could not tell Downy where to find ____________________.
a little boy a coat a grandmother
5. Downy was happy with his new ____________________.
coat hat grandmother

C. Who?

1. ______________ said, "My grandmother made it." The grandmother
2. ______________ said, "I eat every grandmother I can find." Downy
3. ______________ called, "Is there a grandmother in the house?" Black Bear
4. ______________ said, "A red hat will not get in the water." The Little Boy
5. Downy said thank you to ____________________. Brown Bear

D. Number in order.

______________ Downy was happy as a duck can be.
______________ Black Bear said, "I eat every grandmother I can find."
______________ Downy saw a boy with a red coat.

ORAL READING CHECKLIST

1. COMPREHENSION
   - a. Conveys author's meaning ☐
   - b. Interprets emotions ☐
   - c. Uses sight word vocabulary ☐
   - d. Uses word recognition skills ☐
   - e. Uses contextual clues ☐
   - f. Number of questions missed ☐
2. FLUENCY
   - a. Reads in thought units ☐
   - b. Phrases correctly ☐
   - c. Observes punctuation ☐
   - d. Reads smoothly ☐
   - e. Reads without losing place ☐
   - f. Reads at good auditory rate (listening rate) ☐
3. VOCAL CHARACTERISTICS
   - a. Uses adequate volume ☐
   - b. Has pleasant pitch ☐
   - c. Has voice free from stress ☐
   - d. Enunciates clearly ☐
   - e. Uses normal speech pattern ☐
   - f. Has no noticeable speech defects ☐
4. COMMON WEAKNESSES
   - a. Omissions ☐
   - b. Substitutions ☐
   - c. Hesitations ☐
   - d. Repetitions ☐
   - e. Transpositions ☐
   - f. Poor physical characteristics (posture, nervousness) ☐

Start at the first of school and read individually with each child. As the year goes by, try to see how each child has progressed in word attack, ability to put real feeling into the story he is reading, ability to read more smoothly, etc.

An SRA or other tests can be given at the first of school, then again at the end of school. This helps the teacher evaluate each child's progress. Most important, it should help the teacher to know where her teaching may be weak. A self-evaluation of her teaching methods may be desirable.

If no tests are available, use word lists and the adopted reader.

The Slossom Oral Reading Test, K-9, can be given in 3 minutes. It is very inexpensive, and also suggests many reading games for parents to help their children at home.

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Each student should be judged only against his own progress. Keep a chart of each child, listing his weakness. Use this as a basis for grouping. Then list his improvements.

Use three-minute tests for speed. Keep a chart of child's progress.

Use Listening and Thinking tapes.

Use SRA Reading Laboratory.

For the Standard Test Lesson in Reading, use the "Three Minute Tests". The children love them because of the competition, and because they are short.

Use the McCall-Crabbs Books A, B, C, D, and E, booklet starting at second grade, advancing through sixth grade. (Bureau of Publications, Teachers College, Columbia University, New York)

Give three tests a day, about twice a week. Then average the tests. Usually every child will excell at least one time. This is very gratifying.

The children should be evaluated daily for the progress they are making with their reading whether they have reading difficulties or not.

1. Did student get more meaning from the story?
2. Can the student pronounce words more readily?
3. Can the student draw conclusions and see relationships?
4. Can the student read and understand directions?
5. Does the student know and use the principal techniques of phonics?

Testing is a secondary point of evaluation. A child's everyday progress and the understanding he shows each day are the prime consideration. Projects on the subject also demonstrate a child's understanding.

Teaching "Direct Objects" can be fun. First explain to students that some verbs carry action from a doer to a receiver. Explain that the same verb or a verb may be used without a receiver of action.

Here is a game that children enjoy and learn at the same time:

Make a group of sentences. Let students draw the sentences from a box and do whatever the sentence suggests. Example:

Use students names
____________________ threw the book (D. O.)
____________________ opened the door (D. O.)
____________________ ran to the window (none)
____________________ skipped to the board (none)
____________________ plays the drum (D. O.)
____________________ plays well (none)

Make any number of sentences. The person who draws the sentence performs. One is able to have students see the difference in a verb that carries action to a receiver and a verb that makes a sentence complete without a direct object or receiver of action.

Skimming For Information

A skimming game may be played by all children. Divide the group into two teams. Give the slow and average group both the questions and the number of the page on which the answer may be found. They are to skim the page to find the answer. The advanced readers can be given only the questions. The first child to give the answer gets two points for his team if he can read the sentence which has the answer in it. If he can only give the answer he gets one point for his team.

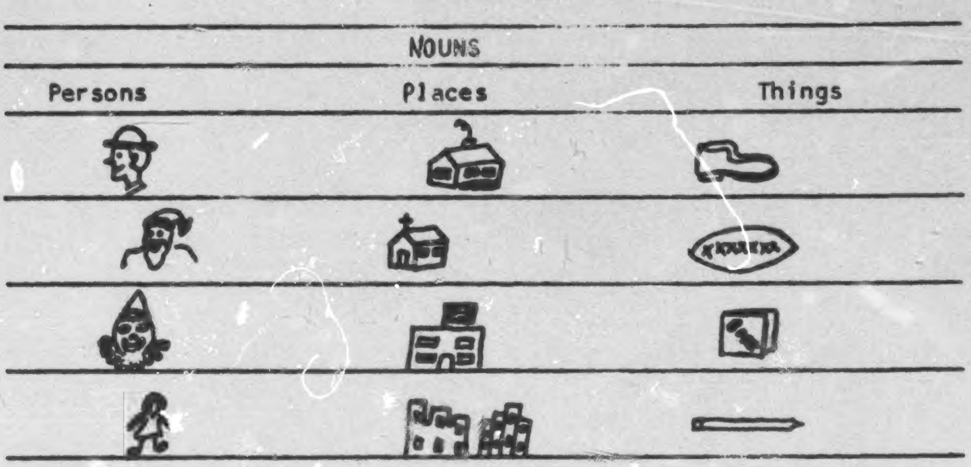
Sentence Structure

Prepare six envelopes, each of a different color (red, orange, yellow, green, blue, purple). Fill each envelope with construction paper slips of the same color. On each slip write a word. Put adjectives on red, nouns and pronouns on orange, verbs on yellow, prepositions on green, adverbs on blue, and conjunctions on purple. (Articles could be black or white).

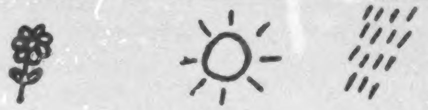
Players build sentences by taking one slip from each envelope. (Simple declarative sentences usually follow the color order as given above.) The children will soon see that if the purple slips are used, two slips from one or more of the other envelopes will be needed to complete the sentence.

Teaching Nouns

Explain to children: A noun is the name of a person, place, or thing. Almost everything has a name. Have the children observe as many things as they can see in the classroom and make a list of them. Then ask them to draw a picture of all the words they have listed. To stimulate their interest, give them a piece of manilla paper and have them divide it into three separate sections. Title it, "Nouns" with a sub-title for each section: Persons, Places, and Things.



Have students write sentences of their own, drawing a picture under each noun. Example: Flowers need sunshine and rain.



Skimming for Information

Objective: To find information more quickly by using the index, table of contents and encyclopedia. To learn how to use the index and Table of Contents.

Major Learning:
1. You will find the index in the back of the book.
2. Topics discussed are listed alphabetically.
3. Page is given where the topic is discussed.
4. Table of contents are listed at front of books
5. Each chapter is listed and the page on which it begins.

Development:

Each child will have a text book (teacher selects a story). Introduce lesson by explaining how quickly one can find some particular information from a book if you can use the different parts of the book correctly. Review: author, publisher, date of publication, Then ask students for page no. for different topics that you have chosen. Show how you can use the table of contents to find general information while you use the index to find where specific topics are discussed.

Culmination:

After students have had drill on finding topics on their own, make an assignment giving students a list of words and topics where they must use both the index and table of contents to find where information can be located.

Evaluation:

Do students seem to have a better understanding of the different parts of a book?

Finding Information

For this exercise, use any textbook which the class has. Give the children a list of topics. Within a time limit, they are to look in the index or table of contents and note the pages on which they would find these topics discussed. They may also list from the book, one fact about each topic.

Summarizing

Give the children brief paragraphs consisting of three or four sentences. In one sentence, they are to summarize each paragraph. You may limit them as to the number of words which they may use for each summary.

Parts of Speech, Nona Keen Duffy

There are thousands of words
To learn or teach,
But there are only
Eight Parts of Speech.

NOUNS are names
Of things you see,
Like house and dog
And bird and tree.

A PRONOUN is used
Instead of a noun,
As him for John,
And it for town.

ADJECTIVES describe
A noun.
As friendly dog,
Expensive gown.

VERBS are action words,
Like sing.
Study, practice,
Swim and swing.

ADVERBS tell us
When and why,
Where and how,
As, kites fly high!

PREPOSITIONS:
On the table;
Add some others
If you're able.

CONJUNCTIONS join;
JoAnn and Jane
Were seen or heard,
But left again.

INTERJECTIONS
Strong feelings show;
Look out! and Fire!
Beware! Oh, no!

Whenever you talk
Or write or read,
Eight kinds of words
Are all you need!

The above poem could be set to music.

Let's Compare

Prepare sets of cards with comparative adjectives--big, bigger, biggest; tall, taller, tallest; old, older, oldest; and so on. Provided with old magazines or coloring books to cut up, each player finds pictures to illustrate one or more sets of adjective cards.

Dictionary Skills

Give the children a list of words and then, while you time them, have them look for the words in the dictionary and list the page on which each word appears. Also have them find a synonym for each word.

For another simple dictionary exercise, present the children with a word list in which each word is spelled twice, once correctly and once incorrectly. The children use the dictionary to find the proper spelling, and write a correct list of words.

Phunny Fonetics

Purpose: To give children practice in interpreting phonetic spellings in dictionaries.
Players: Two or more teams
Materials: A dictionary for each player; chalkboard and chalk; paper and pencil

Directions: The teacher writes a number of phonetic spellings on the board. Pupils must find, in their dictionaries, the words for which the phonetic spellings are given. They write each word and the page number on which it is found. The team with the most correct answers in ten minutes is the winner.

Adaptations: The game could be played without paper and pencil by assigning a scorer to each team. The players raise their hands as they find each word and the scorer goes to them and checks. He keeps a running score for the team.

Cautions: (1) Each player must work independently.
(2) The children must have had some basic instruction in phonetic spelling before the game is played.

Gazetteering

Purpose: To learn to consult the Pronouncing Gazetteer in a dictionary for pronunciation of geographical names and to locate brief information concerning them.
Players: Two teams of two to four pupils each.
Materials: Two dictionaries; duplicated question sheets.

Directions: The teacher says, "A section at the back of the dictionary lists pronunciations and gives brief information about many important places. Our teams, with paired members of each taking turns, will have a relay race to find answers to the following questions." (Questions similar to these may be used)

_______ 1. Iowa is often mispronounced. Which pronunciation is correct? i' o wa; i o' wa; i o wa'
_______ 2. What symbol is used to indicate that a city is a capital city?
_______ 3. What is the population given for Japan?
_______ 4. What is the area of Alaska?
_______ 5. How high is Pike's Peak?
_______ 6. What is the length of the Amazon River?
_______ 7. What is the capital city of India?
_______ 8. In which of the Great Lakes is Isle Royale?

STUDY SKILLS

I. A suffix is a letter or a syllable added to the end of a word in order to change its meaning. The suffixes er and or mean: one who does something. Add the correct suffix to the following words:

1. one who advises
2. one who counsels
3. one who wanders
4. one who conquers
5. one who captures
6. one who teaches
7. one who instructs
8. one who works with furs
9. one who hunts
10. one who reaps

II. When you put a syllable in front of a word in order to change its meaning, that syllable is called a prefix. Can you put a prefix in front of these words so that their meaning will become exactly the opposite of what it is now? You have a choice of these prefixes: un, im, dis, il.

1. clean
2. appear
3. possible
4. convenient
5. legible
6. definite
7. mortal
8. connect
9. perfect
10. patient
11. continue
12. healthy
13. curable
14. approve
15. equal

III. Divide your paper into four columns. Head these columns as follows: One-Syllable words, Two-Syllable words, Three-Syllable words, and Four-Syllable words. Put each of the words in this list into the proper column.

1. school
2. dictionary
3. collection
4. principal
5. industrious
6. natural
7. arithmetic
8. vanished
9. glorious
10. democracy
11. flight
12. falsehood
13. trying
14. heroine
15. mixed
16. necessity
17. nuisance
18. library
19. cruise
20. chimney

IV. Here is a ten-letter word---dictionary. How many three-letter words can you make using only the letters you find in dictionary? How many four-letter words? How many words of five or more letters? Use words only, not proper names.

You should be able to make about twenty-five words of three letters, fifteen of four letters, and, if your vocabulary is very good, ten of five letters.

STUDY SKILLS

Word Study

Match each word in the numbered list with the correct description in the lettered list.

1. vowels
2. consonants
3. homonyms
4. antonyms
5. guide words
6. synonyms
7. accent marks
8. diacritical marks
9. monosyllable
10. prefix
11. suffix

a. Words which have the same, or almost the same, meaning.
b. Words at the top of each page in the dictionary which help in locating words.
c. A syllable or syllables put before the root of a word to change its meaning.
d. a, e, i, o, u
e. A word of one syllable.
f. All the letters in the alphabet which are not vowels.
g. Words having the same pronunciation but different meaning and spelling.
h. Symbols placed over or under letters in a word to indicate the pronunciation.
i. A syllable or syllables added at the end of a word to modify its meaning.
j. A mark to show what syllable or syllables are to be emphasized.
k. Words that are opposite in meaning.

Parts of Speech

To identify the subject and predicate: Write words on small pieces of transparencies. Place on the overhead projector. Have a student arrange them to make a sentence. Check with other students to see if the sentence is in the best arrangement.

Give a student a piece of transparency with a straight line on it, and have him place it vertically in the sentence to divide the part that names from the part that tells. On another piece of transparency, have written the words, The Part That Tells. Likewise, have another piece with the words, The Part That Names. Give these pieces to different students to place above the part of the sentence where they belong. Repeat with other sentences. After a few of the exercises above, add the words subject and predicate over the part that "names" and the part that "tells" respectively.

One child narrates a short paragraph; another child writes it on the board. Children are selected to name as many parts of speech as they recognize and the different kind of sentences that make up the paragraph.

STUDY SKILLS

Creative Activities

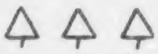
1. Dramatize the selection.
2. Prepare and present a play suggested by the selection.
3. Write stories about personal experiences related to the selection.
4. Make up stories suggested by the one read.
5. Write a different ending to the story read.
6. Write titles for pictures in the story.
7. Illustrate stories through art activities.
    a. Make orange-box movie strips.
    b. Make a frieze.
    c. Make a mural.
    d. Make models in clay, of characters.
8. Write riddles.
    a. Teacher writes riddles on board. Children draw pictures of the answer.
    b. Children write riddles of some character in the story.

Study Activities

1. Write answers to questions from the story. (Avoid questions requiring long answers.)
2. Fill in blanks from sentences in the immediate reading lesson.
3. Choose from a group of words the one which best completes sentences from the selection.
4. From a list of statements from the selection read, choose ones that are true and false. If false, tell why.
5. Using a few sentences, write a summary of the material read.
6. Find the topic sentence in paragraphs of informational type reading.
7. Outline selections that are of the informational type.
8. Arrange a series of statements in the order in which they occurred in the story.
9. Match words of similar meanings. Example:

winner	construct
contest	tournament
craft	champion
make	boat

10. Match singular or plural words with one or more objects.

Example:  tree (trees)

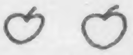
11. Match contractions with words. Chose those that are in the immediate reading context.

12. Match letters and words (Pre-primer level)

Example:	w	home
	h	no
	c	with
	n	come

13. Match number names with objects.

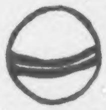
Example:



one (two) three

14. Match same words printed in large and small type.
15. Match words printed in same size type. Words should be selected from immediate or previous reading context.
16. Match words that begin alike. Write on board a list of words from the story. Ask pupils to make a list of those that have the same beginning sound as a given word.
17. Match sentences and pictures. Choose sentences from immediate or previous reading context.

Example:



This is a boy
This is a ball
This is a bat

18. Collect words that begin alike. From a collection of old magazines cut out words that begin like certain sounds. Mount on cards.
19. Find the compound words from the story read. Separate the two words by a line.
20. Form compound words. Make a list of words from the story. Ask pupils to make compound words from them.
21. Underline base words. Make new words by adding suffixes and prefixes to a list of words.
22. Give practice in recognizing like elements. Write on the board several columns of words. Pupils group those in which the initial letters represent like sounds.

    a. The following are examples of consonant-vowel blends:

    can
    catch
    cat
    have
    hand
    happy

    b. The following are examples of single consonant sounds (initial):

    my
    more
    man
    sat
    sell
    some

    c. The following are examples of consonant blends (initial):

    chair
    child
    chick
    stop
    stand
    still

    d. The following are examples of consonant digraphs (initial):

    the
    this
    them
    shall
    she
    should
    what
    when
    where

23. Give practice in recognizing words that do not begin alike. Write on the board, several columns of words. Pupils copy those that do not belong in each column. Example:

ran
run
ride
may
red

fall
pull
farm
find
long

24. Substitute initial letters. Write several words on the board that can be made into new words with a different initial sound but with the same final sound. Example:

boat
coat

bail
fall

hand
band

25. Change words by adding e. Write a list of words on board that can be made into new words by adding a final e. Children write new words and pronounce in a small group. Example:

not
hat

rat
mad

26. Substitute short vowels. Write a list of words on the board. Pupils make a new list by substituting one short vowel for another. Example:

bed bud bad
sit sat set

27. Substitute words. Write colorful words for such words as said, went.
28. Write descriptive words. Ask pupils to find descriptive words in a selection. List others that would be appropriate.
29. Give practice with sounds of letters. Paste a number of small pictures on cards. Allow children to work in small groups to classify the pictures according to the beginning sound.
30. Match words and pictures. Paste pictures on cards. Write the names of the pictures on other cards. Allow children to match cards and pictures.
31. Give practice in following directions. Example:

Do what the sentence tells you to do.
Draw a duck. Color it yellow.

32. Change words by substituting double vowels for single vowels. Example:

met - meet meat
flat - float
pal - pail peal
rod - road

33. List opposites. Give pupils a list of words. Ask them to find the opposite meanings in the story read.

34. Build words from root words. Give pupils a number of root words taken from the reading vocabulary. Ask them to add a prefix or suffix to each and then to use the word in an interesting sentence.

    Example: joy (enjoy, enjoying, joyful)

35. Build words from prefixes and suffixes. Select a number of prefixes and suffixes from the reading vocabulary. Ask pupils to write several words containing each.

Example of prefixes:	ad -	admit
	re -	reassure
Example of suffixes:	ly -	carefully
	er -	farmer

36. Find synonyms for a group of words taken from the story.
37. Write definitions for homographs. Select words from the story that have more than one meaning. Ask pupils to write the different meanings of each.

Example:	mail -	postman
	mail -	armor

38. Write homonyms for a group of words taken from the story.

Example:	meat	meet
	blue	blew

39. Divide words into syllables.
40. Arrange a list of words in alphabetical order according to first letter, second letter, and so on.
41. Write a number of letters on the board. Ask pupils to write the letter that comes before or after each letter. They may also be asked to fill in missing letters. Example: d - f, m - o.
42. Select appropriate meanings. Write on the board a list of words taken from the immediate reading context, giving the page on which the word may be found. Ask pupils to use dictionary and select the appropriate meaning for the words.

Extended or Independent Reading

1. Make use of teachers' manuals which provide lists of rhymes, stories poetry, and other books related to the story read.
2. Read stories from supplementary readers.
3. Read library books.

---Follow-Up Activities in Reading, Prepared by the Daphne Faculty

Making Simple Introductions

Many teachers have some simple costume props that will quickly transform children into grownups. A mustache or beard, derby hat, big pocketbook, or high-heeled shoes will do the trick. Now you are set to play introductions.

Two children become Mr. and Mrs. Jones. Another child can introduce his friend to them, or the teacher to the grownups. Or they can pretend that they are the child's mother and father and introduce them, and so forth. Many imaginary situations can be created. Because the costume effect is so slight, it can be quickly taken off by one child and put on by another.

Courtesy conversations can be learned in a game framework. For example, three children draw slips. One finds he is the Host, one the Old Friend, one the Newcomer. The three dramatize before the class: Host and Old Friend meet Newcomer. Host introduces his two friends to each other. Other sets of slips can be Mother, Daughter, Teacher, Grandfather, Grandson, and School Friend.

Note: Students should be taught the rules for introductions before these games are played.

Topics For Oral Speaking

Here are some "starter-uppers" to provide direct, on-the-spot motivation for creative expression. (Some hints: Don't expect long sentences. Be content with fragments at first, since acceptance means reassurance and energy for the next attempt. Be eeady to quickly jot down words children say. Read back the sentences and stories. Collect some for publication in a class newspaper.) Vary the following starter-uppers to suit your group's needs:

1. "My Wish" or "My Dream". (Where would you wish to go? or Who would you like to be?)
2. "I Looked in the Sky and Saw a..." (real or pretend sentence).
3. "My Favorite dress
4. "If I Were a Giant".
5. "If I Were as Small as a Bee".
6. "A Happy Thought".
7. "Places to Play".
8. "Phonics Fun". Instead of the overworked "b-ball, c-cat", encourage fresh ideas like "b-boo, f-freckles, l-licorice".
9. "Word Play". Invite them to create nonsense words such as, "toggy, loggy, boggy, doggy."
10. "Topsy-turvy Time". Mixed-up sentences have great appeal in the small, well-ordered world of the child. Help children make up silly sentences such as: "The dog whistled." or "Today I met an alligator in a yellow raincoat."

Write the following outline on the board. From it all criticisms are to be made. Each child should copy the outline into a permanent notebook to be referred to.

Good Speakers

I. Know what you wish to say.
  a. Practice at home or school before the language period.

II. Take a correct position before the audience (class).
  a. Stand erect on both feet, hands at side unless needed.
  b. Pause a moment to get the eye or attention of the audience.
  c. Look and feel pleasant.

III. The voice is important.
  a. Speak distinctly and loud enough to be heard easily.
  b. Use a pleasant, conversational tone.

IV. The speech or story should be carefully prepared.
  a. Have a good beginning sentence.
  b. Tell events in logical order.
  c. Use interesting picture words.
  d. Make the ending as interesting, or more so, than the beginning.
  e. Avoid using too often the words: and, why, and because.

This outline should be adapted to the needs of each class. The task of the teacher is to make the child enthusiastic enough to want to tell others about the things he is interested in. To tell about the most exciting moment of his life, for example, is a topic that will challenge a child's interest. Each child will soon endeavor to capture the attention of the class by sustaining the interest in his stories so that more will be expected as he brings the story to a close. The class should be encouraged to be alert to catch and to retain errors until the proper time is reached to discuss them. Interest will be added if the teacher participates, tells her own story, and submits to criticism. Her story should set the standard and be a model for the class.

SPEAKING

1. Set standards for good speaking.
    a. Enunciate and pronounce words correctly.
    b. Use expression in speaking.
    c. Look at the audience.
    d. Speak in complete sentences.
    e. Try to feel at ease.

2. Develop pride in pronouncing correctly and enunciating clearly, (eliminating "baby talk").
    a. Listen to one's own voice on the tape recorder to find and eliminate errors. Speak loud enough for everyone to hear.
    b. Give the pledge to the flag using proper phrasing.
    c. Exchange ideas in informal conversations, discussions, and news periods.
    d. Recide familiar nursery rhymes and original jingles.
    e. Draw a picture and explain the story it tells.
    f. Name the pictures on speech cards and charts.
    g. Compose and say nonsense rhymes to practice difficult ending consonant sounds: Did you ever see a duck drive a big red truck?
    h. Play "Who or What Am I?". Students must describe object or person clearly enough so the rest of the class can guess on the first guess.

3. Organize ideas.
    a. Exchange ideas in making plans: Make daily plans; Plan a trip, party, or playhouse.
    b. Give directions for small activities, games, dramatic play, etc.

4. Learn to convey ideas in sentences.
    a. Tell a story in time sequence; tell the part of the story one enjoyed most.
    b. Make up and say jingles and rhymes.
    c. Using spelling words, let children make sentences so that the word has more meaning to the child. Listen and see if the sentence makes sense.

5. Develop Vocabulary.
    a. Participate in "Show and Tell" time.
    b. Dramatize or tell make believe stories.
    c. Dramatize familiar rhymes, and supply words to finish rhymes.
    d. Compose and read sentences to develop proper usage:
        The boys aren't here.   Aren't you going?

SPEAKING

6. Speak with spontaneity and enthusiasm.

   a. Participate in finger plays and choral speaking.
   b. Recite poems from memory.
   c. Teacher suggests to children topics which are of vital interest to them. This is most helpful in the development of desirable speaking habits and attitudes. For example: 'My First Cooking Experience,' 'The Most Important Thing That Has Happened to Me.'
   d. Each child has three small pieces of paper about 2" x 3" and on each, writes one-word topics for oral speaking. All the papers go into a box. At oral-speaking time, each child closes his eyes, takes a paper, says the word, and must then give three sentences about the topic he has drawn.
   e. Give book reports and reports on current events.
   f. Make puppets; explain how puppet was made; give a puppet show.
   g. Make an announcement telling who, what, where, when, and why.
   h. Read stories and poetry.
   i. Discuss what has happened (in sequence) in the story.
   j. Discuss the most important events in the story.

WRITING POETRY

Children love poetry. Many experiences can be written as poetry if the following procedure is followed. After something special has happened, put these words on the blackboard and have the pupils copy them? Sounds, Feelings, Sights, Smells.

Tell the pupils to write under the appropriate heading, any thoughts they have about the experience. Next tell them to enlarge the thought, or perhaps make a sentence about it. Now write as many sentences as possible on the blackboard, and let the children rearrange them into a "poem". These do not have to rhyme. It is more important to teach children to observe and feel, and to express themselves, than to make a rhyme.

CREATIVE WRITING

Place something soft, or something rough, or something sticky in a bag. Pass it around and let the children put a hand in the bag and feel of it. Then let them write about how it felt.

Have each child write a description of another child. The description should include five clues. Then the composition is read to the rest of the children who try to guess who he is describing.

Make a very loud sound. Let the children give words that the sound suggests. Then have them write what animal the big sound suggests. What is the animal doing? Do the same thing with very tiny sounds.

The use of too many "ands" in long, complicated sentences is a common fault among children. The teacher may make a collection of sentences that are poorly written and have the children recopy them on the blackboard. This is material for a socialized lesson, in which the pupils clear away the faults of the sentences, whenever possible, without help. This method can be used in correcting errors of many kinds.

An English notebook for each child, in which lessons and stories are written, is a fine motivating device. Children like to work on something they can keep and take home, and they try to avoid making mistakes in these books.

BEST COPY AVAILABLE

CREATIVE WRITING 3-6

Motivate your students. Provocative pictures, story beginnings, and interesting titles can be used to start creative thinking. Free verse, rhymes, and unanswered motivating questions can also be used to initiate creative writing.

Be sensitive to individual needs and individual differences. Listen to and respect children's ideas.

Isolate skill building lessons from creative writing lessons. Although functional writing and creative writing share many common skills, do not attempt to combine the two programs. Skill weaknesses can be noted during creative writing periods, but they should not be corrected at this time.

Enough time should be allowed for creative writing so children can organize their thoughts and not feel rushed or pressured.

Creative writing should become an opportunity for imaginative expression without fear of reprisal.

Three Stories to Finish

It was a cold morning in late October when two pumpkins were discussing the approach of Halloween.
"No one will choose me. Part of me is still green," Peter said woefully.
Penelope replied, "If I were you, Peter......."

With Thanksgiving not far away, the turkeys in Farmer Long's feeding yard were busily engaged in turkey talk. Tillie gobbled excitedly to Tom. "My plan is this, if we were to........."

Debra and [illegible] had been counting the days ever since Mother had read Aunt Jane's letter saying that she would be paying them her annual visit. At last the day of her arrival had come. The surprise they had planned for her.............

To develop writing, have students write about: "Who Am I", "This Is My Life", "The Funniest Thing I Ever Did Was..." Start a story and let them finish it. It is very important that the children learn to express themselves on paper.

There is a great difference between "having to say something" and "having something to say". One of the teacher's tasks is to see that the pupil has something to say, and that he gains a desire to express himself correctly and effectively. To bring this about, the teacher should suggest good subjects for the children to write on, read composition models to them, and give frequent practice in writing short themes.

Unless the "paragraph idea" is presented early, there will be lack of unity, coherence, and completeness of thought. The teacher must make it clear that only things pertaining to the one idea may be included.

In correcting theme papers, the common errors should be noted, so that they may be taken up in general class discussion. Through questions and suggestions, the children can be led to understand why a form is wrong. Care should be taken not to discourage students by criticizing individual papers.

Habits of self-criticism may be developed by allowing the children to go over their own themes and correct their mistakes, in the following way.

The teacher copies one pupil's paper on the blackboard. First the pupil-author is allowed to suggest improvements if he can. The class and teacher make further corrections. Finally, all pupils correct their own papers, by using the model.

Another way to develop awareness of errors is to have pupils criticize one another's themes. The critic should sign his name to the paper he checks, and mark it, realizing the teacher is going to grade him on the validity and fairness of his criticism. The writer then corrects his mistakes by referring to textbooks or to the teacher. A definite plan, such as the following, should be given the pupils to keep in mind while criticizing another's paper.

1. First, read the composition through
2. Is it interesting? What makes it so?
3. Did the writer stick to his subject?
4. Draw a line under any new words you noticed.
5. Indicate a particularly good sentence, or sentences.
6. Indicate the phrases or sentences that should be restated.
7. Indicate any grammatical errors.
8. Indicate mechanical errors.

A third method consists in individual correction and criticism by the teacher. Each composition should be read over with the child, the errors pointed out, and the reasons explained, if necessary, but the pupil should offer the correct form. Children should seldom be required to rewrite a composition, for this may turn them against the whole composition activity.

Ideational Fluency

Time limits for the following activity are arbitrary and may be changed to suit the group. It should be emphasized that spelling, punctuation, and grammar are not important in this exercise. Free and fluent expression is the aim.

1. List on a piece of paper all the uses you can think of for a brick. You will have five minutes.
2. Write as many things as you can think of that are square in shape. You will have five minutes.
3. If you were exposed to extreme cold, what thing would you think of that might bring you comfort? You may use an adjective along with the noun, but do not use verbs. You may write for four minutes.
4. List all the nouns you can think of that might bring you comfort if you were hot. You may write for four minutes.
5. Surplus foods in our country ara stockpiled in great storage houses. What suggestions do you have for taking care of our surplus food problem? List as many as you can in eight minutes.
6. Old light bulbs are usually thrown away. How many uses can you think of for an old light bulb? Write as many as you can in five minutes.
7. In how many ways can water be made to work for you?

Read the story, An Impossible Tale, then ask each student to write a story that is extremely impossible. These stories may be compiled into a booklet for each student. Place one in the library also.

As a follow-up for a field trip, make booklets on the subjects explored. After a nature hike, booklets could be about animals or natural resources. Covers should be colorfully illustrated. Stories or poems could be about an animal seen. My Life As A Tree is a good title.

Sense of Smell

For roll call, each child must name something which possesses an odor. Then a complete sentence is to be correctly constructed, using specific adjectives. For example: "The mannish odor of a cigar came from the living room." "The delicate breath of lavender rose from the garden." "A dainty violet fragrance filled the room". "The heavy odor of sachet was noticed on her person". "From the kitchen floated the inviting smell of homemade bread".

The children shut their eyes while four or five members of the class go from nose to nose with these articles to be smelled: pieces of cotton dipped in spirits of ammonia, vanilla, etc. Then students write sentences describing these odors.

RELATION BETWEEN SOME TEACHING MATERIALS AND PSYCHOLOGICAL AND MOTOR FUNCTIONS

	Parquetry	Block Design	Peg Boards	Sorting	Matching	Sequence Patterns	Stencils	Cutting	Pasting	Coloring	Geometric Form Copying	Coding	Puzzles
Eye-Hand Coordination	x	x	x	x	x	x	x	x	x	x	x	x	x
Seeing Design or Pattern as a Whole	x	x	x					x			x	x	x
Fine Muscle Development		x	x	x		x	x	x	x	x	x	x	
Establishing Handidness	x	x	x		x	x	x	x	x	x	x		x
Concept of Spatial Relationships		x	x			x	x	x		x	x	x	x
Depth Perception		x											
Left-to-right Progression		x	x		x	x					x	x	
Organization of Approach to the Task		x	x	x	x	x			x	x		x	x
Color Discrimination	x	x	x		x	x	x			x	x		x
Form Discrimination	x		x		x		x	x	x	x	x		x
Relation of Figure to Background	x	x	x		x		x			x			x
Increased Attention Span	x	x	x	x	x	x	x	x	x	x	x	x	x
Control and Limitation of Perseveration		x	x	x	x	x	x				x		
Temporal-Spatial Relationships	x	x	x							x			x
Size Discrimination				x	x		x	x					x
Classification and Grouping				x	x	x							
Laterality			x				x	x					
Directionality			x	x	x	x		x			x	x	x

READING DIFFICULTIES

To Overcome a Tendency Toward Consistently Poor Reading:

1. Give the factors of readiness for beginning reading more attention. Auditory and visual discrimination must be developed before teaching the child to read. Much attention should be given to sequence patterns, concentration and recall, increasing the attention span, etc.

2. Discover the needs of individual pupils.
   A. Children having visual difficulties should be referred to a competent eye doctor. Drill should be given in distinguishing between words that look somewhat alike.
   B. Hearing tests should also be given. Drill can be given in distinguishing between words that sound alike and those that sound different.
   C. The child with poor motor coordination needs to play games to develop large muscle control--skipping, galloping, jump rope, walking a balance beam, swinging on a rope, hop scotch (Make hoops from short lengths of old garden hose; lay in a hop-scotch pattern. Children jump from hoop to hoop. The pattern may then be changed. When children become proficient, have them shift from right foot to left as they hop, and vice versa.)
   D. For the child with perceptual problems, make clay letters of the alphabet for them to feel. Wooden ones are good also. Letters may be cut from sandpaper for children to trace with their fingertips (index and middle fingers). This is especially good for children with reversal tendencies. Place articles in a brown paper sack. One child is to reach into the sack and without looking, feel the object; then describe it and tell what it is. Or have every member of the class feel the same thing and then write what it is. (Usually a word they have been learning). This makes them aware of the feeling of hard, soft, rough, smooth, round, square, and many other descriptive words.
   E. Above all, the child with reading difficulties must experience success. He must be given reading material on his level of ability. These children aer extremely sensitive (even though they may put on an "I don't care" front). Emotional problems can be caused by continued failure and frustration. Provide easier material for this child, but make him feel that he is part of the reading program.

3. Adapt materials and techniques to individual pupils.
   A. Aid to the left-eyed. Help the child who has this handicap by guiding him in reading from left to right by underlining the first word only, of each line of print. To keep this from becoming monotonous, vary the color and number of lines used. Use one blue line under the first word of the first line of print and then two red marks under the first word in the next line, etc. If left-eyedness can be overcome within the first week or two of chart reading, do not use this method. However, if the child has difficulty when he opens his first pre-primer, use the plan throughout the pre-primer period.

3.

   B. The hyperactive child is extremely distractible. He reacts to every sound, every movement. Thus, he cannot concentrate on his assignments. Individual study carrels can be made from large packing boxes such as appliances come in. The top, bottom, and one side can be cut from a packing box, leaving a three-sided booth, which is placed around each child. Each child can have his own little "office" in which to study. These carrels can be moved at a moments notice, take up little room, and cost nothing. When the child learns to concentrate, these carrels should be removed.

4. Provide firsthand experiences which will aid in developing understanding and vocabulary. Some children need more firsthand experiences and time to grow mentally.
   A. Take walks and talk about things they see.
   B. Ask them to bring things from home to share and talk about.

5. Discuss freely: meanings, vocabulary, and concepts.

6. Balance the different types of reading experiences.

7. Rely less upon standard tests to evaluate the reading program.

8. Give more attention to the application of reading skills outside the reading period.

9. Try to secure suitable reading materials of various types and levels of difficulty.
   A. Each grade should start in the fall with easy books of the level of the preceding grade. With beginners, first you will need to create a happy atmosphere through conversation about the toys they have been playing with. You could introduce two or three labels such as the stove, the door, the bell, placed on the objects named. Then give the children duplicate labels to match. Do not put up too many at a time. Reflect that it would be confusing for you to learn ten foreign phrases the first time you saw them displayed.
   B. The problem of challenging brighter students while doing remedial work with slower ones might be handled in this manner: For any group of this sort, a good classroom encyclopedia and other reference materials are necessary. With them these children can gather data, draw conclusions, and apply their learnings to new situations. Some of this work will be on a group basis, but each child should have an individual project.

      Spend a brief period with brighter children helping them to set up their work and then another reviewing what they have achieved. Both the organizational and follow-up times are important. When either is omitted, the children tend to feel a lack of interest in what they are trying to achieve.

Who Is This Child?

"Johnny seems to have normal intelligence, but he just can't catch up in his reading with the rest of the class."

"Joe is very impulsive and at times insulting."

"Sally sounds so intelligent, but her performance doesn't come up to her verbal ability at all."

"Bill is such a nice boy, but he is the clumsiest thing and fidgets constantly."

These are typical of remarks made by parents, neighbors, teachers, and school guidance counselors about mysteriously troubled children--about the child who appears normal but who cannot read, who cannot concentrate for any length of time.

Who is this child? He is not mentally retarded; yet in certain skills he is retarded. He is not emotionally disturbed; yet he may have developed emotional problems as a result of his difficulties. What he is not is often more obvious than what he is. Parents are perplexed and bewildered and, accordingly, take their child to a doctor, psychologist, or child guidance center for diagnosis. After tests and symptoms have been evaluated, the proper diagnosis will reveal that this child has learning disabilities resulting from what specialists call minimal brain dysfunction.

In essence, the child with a minimal brain dysfunction can be described as having normal intelligence but specific learning problems. He cannot read at his proper level, but expresses his thoughts well. He cannot spell correctly, and he may have difficulty with arithmetic. His behavior will very likely be somewhat abnormal.

These difficulties are attributed to damage to the parts of the brain which regulate the way an individual "sees" things after his senses have presented the facts to him and to damage to the parts which control his movements and his impulses. The damage may have occurred at any time--before birth, during birth, or after birth--and might have been caused by sustained high fever or a blow to the head.

Education has not served these children well. Because of confusion and faulty recognition, some have been placed in special-education classrooms for the mentally retarded; others have been retained in normal classes in one grade for a year or more in the hope that they might somehow catch up or straighten out; many have been passed along automatically with their chronological age group even though they had been unable to compete academically with the group.

But now the confusion is beginning to lift. Knowledge concerning clusters of symptoms and indicators now associated with minor brain dysfunction--no one of which is sufficient evidence of brain--damage--makes it possible for a doctor or psychologist to identify the child with this difficulty. The parents, nursery school teachers, and primary teachers who are aware of the signals and know their meaning are in a position to provide the first clues to a positive identification of this disability.

In general, the areas where the child with minimal brain dysfunction deviates from the normal child are in learning and behavior. His problems in learning are related primarily to perceptual deficits in the brain. In other words, although the child's sensory organs are perfect, his brain is not able to use correctly the data that his senses perceive. The child with excellent eyesight may read the word "was" as "saw". His mind reverses the incoming information. It actually acts as a mirror. The letter "b" becomes "d" and vice versa. Naturally, spelling is affected. The child has difficulty in drawing shapes and in writing or printing his letters. His circles are flattened and his squares resemble star fish.

In this distorted world, the child may be so aware of part of a picture that he cannot see the whole picture. The child having this difficulty with whole-part relationships may confuse what would normally be background images with foreground images.

The child is better able to deal with concrete presentations than with abstractions. He is weak in establishing relationships between ideas, in categorizing information, and in drawing inferences.

The child may be described as awkward or clumsy. He has poor coordination and little judgment of size, shape, or distance. He may be confused between right and left, or he may be ambidextrous. His lack of precision in manipulation will cause him to avoid playing with blocks and puzzles or engaging in sports which require physical dexterity. These symptoms may indicate motor deficits.

Disorder in the mechanisms responsible for impulse control manifests itself in excessive activity, referred to by specialists as hyperkinetic behavior. The child appears to be in constant motion. He is extremely distractible, often reacting to whatever he sees, hears, or feels even though he may disrupt the class. Because he cannot rule out unessential stimuli, he appears inattentive; but this apparent lack of concentration actually reflects his absorption in unrelated details.

He is restless and impulsive in both his speech and his actions. He exercises poor control over his emotions. With little apparent provocation, his emotions change drastically. He may become aggressive or destructive.

Because the child is aware of his difficulties in integrating new ideas, he is reluctant to face change and continues to respond to a situation that no longer exists. This symptom is known as perseveration.

This, then, is the child with learning disabilities due to minimal brain dysfunction.

For most of these children--basically intelligent or even bright--school has been an unhappy, frustrating experience. The disappointment of not being able to keep up with their classmates frequently leads to forms of antisocial behavior, tantrums, hostility. Parents of these children have learned from experience that love alone will not solve the problems, nor will punishment.

The attitude of parents is of utmost importance in educating these children. Failing to recognize that their child has a true disability parents usually accuse themselves of not rearing him properly. With guidance from professional counselors, parents are led to understand their child's basic problems and to reconcile their feelings of guilt. They can then assist him constructively in learning to eat properly, dress neatly, and develop social relationships.

The needs of the child with minimal brain dysfunction differ sharply from those of most other handicapped youngsters. The mentally retarded child, for example, requires a great deal of stimulation and a variety of material in his school work. But the child with minimal brain dysfunction needs to have all extraneous stimulation removed and generally needs a rigid pattern of instruction and routine.

Educational programs for this child usually need to be carefully organized, with directions, time, and procedures clearly defined. The routine should be well planned, as too much variation causes him undue stress. Teachers are finding that an isolation booth may help the highly distractible child to concentrate. In a number of states, folding screens and permanent booths or cubicles in special classrooms are being used.

Many teachers working with such children believe that the entire room environment should be rather austere--not depressingly so, but with plain walls and limited items of distraction. The number of pupils in special classrooms usually ranges from 3 to 10, with 12 being the maximum.

In some instances it may be desirable for the child with learning disabilities to be placed in a classroom with non-handicapped children and given the special assistance and attention of an itinerant specialist. In other instances it may be best for the child to be placed in a special classroom designed specifically for a group of children who have learning disabilities. The choice between these two situations depends on the extent of the child's need for individual attention. If a special class in indicated, there should be continuing opportunity for the child to associate with the non-handicapped. For the child, the first consideration should be to return him to the normal classroom at the earliest opportunity.

We have only just begun to understand the youngster who has learning disabilities and to provide for his educational needs in the schools of America. The number of trained teachers is far too few for the need, and it iill be years before the number is adequate. Meanwhile, the future of the child with minimal brain dysfunction depends fundamentally upon education--upon increasing research into methods of recognizing and serving his needs and upon the training of teachers who can bring him education equal to his potential.

Abstracted from an article by Eileen F. Lehman and Robert E. Hall in American Education, April, 1966, a publication of the U. S. Department of Health, Education and Welfare, Office of Education.

TIPS FOR ADULTS WHO WORK WITH THE PERCEPTUALLY HANDICAPPED CHILD

1. These children cannot seem to focus on the dominant stimulus. For example, material written on the blackboard often is used by the teacher as a focal point for the group's discussion. The perceptually handicapped child will find it difficult to concentrate and react to this stimulus. He will tend to look at each child who moves, to react to every noise that is made, etc. His task is to learn to control his own attention. The teacher can help by supplying him with a copy of the material (off the blackboard) to use at his seat, to help him re-direct his attention to the task at hand, by continual encouragement of his "past" accomplishments. Be prepared to see very slow development of this control. As an alternative, the perceptually handicapped children may be allowed to go to the board to "find the place". They may be taught how to use their hand as a marker, under a line on the board. A marker or other "crutch" may be used in reading or arithmetic longer than for most children.

2. Frequently the teacher will need to speak several times to a perceptually handicapped child about what he is to do or how he is to do it. Be specific, spell out the task in 1, 2, 3 order. For example a general direction to the class might be, "Get ready for your written work". Specific, well structured directions might be, (1) Put away everything off your desk. (2) Now get out your pencil. (3) Get out your _____ etc. (4) Lay your pencil at the top of the desk. (5) Open your book _____". These serialized directions, in a sense, serve to "program" the perceptually handicapped child. You provide the organization which he cannot provide. Soon, he will be able to follow your procedure independently. Remember to speak slowly, be specific, and give structure. This extra help may not need to take too much of the teacher's time. She may be able to stand beside the perceptually handicapped child, to quietly repeat or reinforce the directions which he has lost or forgotten, to point to a place in the workbook or on a piece of paper where he has omitted something or become confused, to help him make order out of chaos.

3. The fact that these children have to be "programmed", that is, they have to have external help in ordering their behavior---leads consequently to rigid behavior or behavior in a "rut". They will start playing a particular game during a free time and will wish to continue for days and days to play this same game. They will need your help in order to change their interest and broaden their scope. Again, replace a statement like "Let's try a new game" or "Name a new game" with a specific, for example "Let's try the Chutes and Ladders game today". The rigid behavior with its consequent inability to change rapidly may result in apparent stubborness or blow-ups if this child has to change too quickly. Prepare him for change. "In a few minutes it will be time to put the game away----".

4. The perceptually handicapped child is discouraged easily. He gives up easily. In part this is due to his internal intellectual disorganization and in part to all the past experiences involving failure. He did not do what he was told, (probably because of poor auditory memory, or he couldn't catch a ball (perhaps due to poor motor coordination) or he bumped into furniture,

(due to poor visual perceptual difficulty), etc. Positive reinforcement is absolutely essential---a pat on the back, a cheerful nod of the head, a verbal "that's good" or "that's right"---if these children are to be helped to try. They have had large doses of negative reinforcement. So your task is to find a goal within the child's reach, and then to endorse his performance. Little by little he will reach out for new goals to conquer.

5. The perceptually handicapped child is very active. It is useless to say, "sit still" because they can't. Arrange your situation so that he has freedom to squirm, to stand up, to sit sideways, etc. Learning can go on even in these awkward postures. As your external structuring is internalized and as the child learns that he can perform adequately, his body control will improve. This control will come slowly over 2 or 3 years.

6. All the emotional reactions of these children are excessive. If they laugh, they laugh too loudly, when they cry, they cry. They easily become over-fearful, over-thrilled, over-shy, over-aggressive to the point of bothering adults. Their behavior seems "silly" as compared with the other children. This is your cue that the situation is too stimulating for them. Their weak controls are on the verge of breaking. Try to react by speaking slowly, and carefully. Speak quietly. Approach his disorganized behavior calmly. At times, it will be helpful to conveniently find an errand for the child to run outside the classroom. This physical exertion and automatic removal from the over-stimulating classroom allows him to regain composure.

7. The perceptually handicapped child grasps a fact today and tomorrow may not know it at all. Take these erratic performances not as "willful, deliberate misbehavior" but as evidence to the fact that he is handicapped. On days when he cannot function allow him to turn to other tasks with some accepting statement such as "We'll try it again another day".

8. The perceptually handicapped child will also go to extremes in trying to make their work overly neat. They try to accomplish this by erasing and erasing----rewriting and rewriting, the results frequently being messy. Here again, orderliness has to be learned. The rigidity is seen in his inability to stop erasing and go on. Your job is to provide a structure - "Erase one time, and then go on" for example.

9. The rigidity of the perceptually handicapped child is also seen in his inability or slowness in switching from one related operation to another. If he is adding, he has difficulty subtracting on the same page. Switching from one section of a standardized test to another (as from language to science) (or from true-false to multiple-choice) can trigger a blow-up or complete immobility. They need and must have an adult within calling distance with a work arrangement that assures them of support. Having to wait too long means ready-made disaster.

10. Many perceptually handicapped children will take objects, keys, pencils, etc. that belong to somebody else. This is not stealing for stealing implies a deliberate plan. Typically, these children do not know where an object came from and do not understand the concept of stealing as deliberate taking.

11. These children can't take being wrong. The teacher must work at the job of helping the youngster learn that everyone makes mistakes.

12. These youngsters tire very easily and quickly. Hence assignments will need to be readjusted. Signs for fatigue are yawning, sighing, squirming, wandering attention, inability to grasp, silliness. Insistence that the child stay with the task promotes emotional upheaval. The key is to tailor-make the assignment to fit the youngster.

13. Sometimes the perceptually handicapped child tells wild tales as the absolute truth. Actually one word association stimulates or triggers another sequence and so they talk on and on. It is best not to argue about their truthfulness. The best procedure is to change the subject.

14. Children with difficulty in auditory perception often will mispronounce words. They will reverse letters in words, etc. In a like manner children with visual perceptual difficulties often will misdraw geometric figures. They will have difficulty in ordering space. Where these deficiencies are ferreted out, the adult has to carefully structure the activities, to help the child compensate. Kinesthetic activities, such as balancing, walking around a corner, walking around a circle, etc., communicate "roundness" or "cornerness" etc. In the same way, walking a balance beam helps a child learn to "feel" a direction -- to feel rightness as opposed to "leftness" -- this space orientation is an absolute prerequisite for reading and writing.

Adapted from the manual entitled Step by Step, a book designed to help adults train perceptually handicapped children, by Angie Nall and Hattie Bunn of the Beaumont Remedial Clinic; pp. 26-32.

Body Coordination Training

Many incoordinative children, particularly young ones, are afraid to play ball. Because of their poor spatial orientation and visual imperception, they may find it difficult to judge the speed of an approaching ball, often perceiving a faster speed; they flinch, close their eyes, shield their faces with their hands as a thrown ball approaches them. Teachers can often help these children by letting them play with a balloon first (a balloon is lighter than a ball, it always approaches the catcher slowly; it is fun to play with and, unlike a ball, doesn't hurt even if it strikes the child). After sucfessful experiences with balloons, the child is ready to move to large rubber balls (beach balls, volley balls, etc.) and then to smaller rubber balls. A beanbag can also be used as an intermediate step. Catching a ball that is rolled along the floor should precede catching a thrown ball.

Suggested activities for developing body coordination are:

(1) Regaining an upright position (children sit on the floor knees bent, then get up; children lie on the floor, then get up; children make rhythmic jumps in the air, making quarter-turns, then half-turns, and finally full turns, while jumping, etc.).

(2) Locomotor activities (crawling forward, backward and sideways; skipping, galloping, hopping, etc.).

(3) Imaginative games (one child who is the "horse" pulls another child who is the "cart", the "cart" holding the "horse" around the waist; children move forward, or backward, pretending to pull or push a load; children pantomime trees, airplanes, birds, rabbits, etc.).

(4) Balancing (use of balance board, standing on tiptoe, standing on one leg, etc.).

Visual Perceptual Training

Perceptual training in the classroom can frequently facilitate a more adequate motor functioning.

1. Left-right progression. Children try to focus their eyes--without turning their heads--on an object moving from left to right (e.g., a ball rolling or a toy moving across a tabletop); the recommended distance between the moving object and the viewer is about five feet.

2. Peripheral vision stimulation. The child, while standing, is told to stare straight ahead at some fixed point; the teacher from a distance of about 20 inches in front of the child, slowly moves an object, starting at the extremes of the child's peripheral vision, toward his line of sight. The object is moved until it is recognized, and continues in motion until the child reports that it is out of sight. The objects (e.g., beads, small toys, cardboard pictures) should be alternated to insure identification rather than memorization.

3. Focusing eyes with head in motion (this skill is necessary in many athletic activities). An object is held stationary in front of the child, who must focus on it while moving his head up and down, side to side, or even (for brief periods) in a rolling motion.

4. Focusing eyes with head held stationary. Three vertical columns of numbers or words are written on the blackboard; the child, with head held stationary, moves his focus from the symbol in the left column to the respective one in the middle and right columns.

SLOW LEARNERS

Draw and Tell

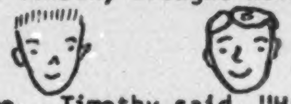
Some children have great difficulty in forming mental pictures. To help them visualize the story, make sketches as you tell stories or explain things to the pupils. The children will listen and watch attentively when you begin to "draw and tell". They keep up with and understand the story.

You may want to tell stories stemming from the needs of the children themselves. If you have trouble with dirty hands soiling new books, tell "The Case of the Dirty Towel". If the children grow careless about putting things away, tell about "Timothy and the Messy Bedroom". Many such stories can put over a point.

Any teacher can have success with this draw-and-tell technique. The less artistic the pictures, the more they seem to appeal to the children. It might help you at first to do the sketches lightly in pencil; then use a heavy crayon to go over the pencil lines while the children are watching.

Timothy's Room

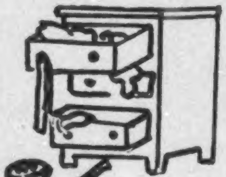
After school, Timothy brought home a boy friend. His name was Mike.

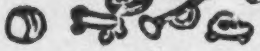


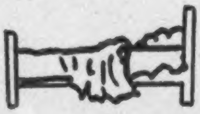
Daddy was home. Timothy said, "Hi, Daddy. This is my friend, Mike. He is going to play awhile with me."

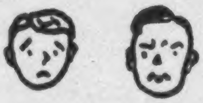
"Hello, Mike," said Daddy. "We're glad to have you visit us. You can play in Timothy's room. I'll go upstairs with you."

When they got to Timothy's bedroom, they found it looking messy. The chest of drawers looked like this.



The floor looked like this. 

The bed looked like this. 

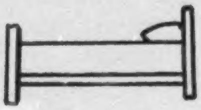
Mike and Daddy looked like this. 

Draw and Tell (cont.)

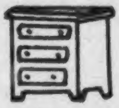
"Come on, Mike," said Daddy. "This messy bedroom is just for messy Timothy. We'll go down to the living room."

Timothy started to cry. Then he thought, "Crying will not help. I must do something to make this right." So he went to work.

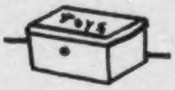
He made his bed smooth like this.



He put his clothes away and closed the drawers of his chest like this.



He put his toys in his toy box and closed the lid like this.



Then he called Daddy and Mike. "This room looks fine now," Mike said. "Tim did a good job," said Daddy.

REMEDIAL READING

Have pupils cut out twenty-six blue paper footprints. On each, print 3"-high lower-case manuscript letters with a felt-tipped pen. Then lay the footprints in a walking pattern across the classroom floor. Capital letters are printed on yellow footprints. Lay in a pattern to bisect that of the blue ones.

From clear Contact paper, cut an outline for each footprint, leaving an inch margin all around. This clear paper protects the construction paper and holds the footprints in place.

First, ask pupils to jump on one foot from a to m, and on the other foot from n to z. Each jumper reads the letters aloud as he jumps.

After the names of the letters can be said easily, other games can be played using the footprints. Pupils may hop two letters with one foot, and the next two with the other foot, continuing this pattern from a to z. Or they may hop one letter on one foot, the next two on the other foot, and so on. For further coordination with reading activities, pupils jump while saying the sounds the letters represent, using short sounds for the vowels at first, then using the long sounds.

An interesting variation is to lay small and capital letter footprints side by side in a walking pattern across the floor. The children use them for cross-pattern walking as they say, "Small a, capital A, small b, capital B," and so on. They step first to small a, using the hand opposite their "stepping" foot to point to the footprint. The other foot then steps to the capital A and the opposite hand points to the footprint, with this pattern continuing.

There is a high frequency of poor body control and coordination among students who have difficulty with reading. By following the above suggestions, you should see improvement both in body coordination and in reading. Performance will show increasing control of body movements, greater awareness of directionality, and subsequent improvement in hand and eye-muscle control.

READING DIFFICULTIES AND SUGGESTED REMEDIES

A. Auditory Difficulties	Suggested Remedies
1. Poor hearing due to external factors	1. Remove as much interference as possible. Adjust seating. Teach children to adjust themselves to external factors.
2. Defective hearing	2. Seat child advantageously. Speak with clear distinct articulation. Recommend medical attention. Adjust work to individual capacities. If one ear is preferable, take advantage of it. Teach child to be a good listener. Encourage children to speak clearly and distinctly to each other.
3. Failure to distinguish similar sounds as bit, tat, bet, will, meal wh, w	3. Emphasize motor components of speech. Give specific drills on vocalization and whispered sounds. Give practice in repeating words causing difficulty. Use these same words in meaningful settings. Practice oral reading at a reduced rate with emphasis on articulation. Give phonetic drills.
4. Failure to perceive the sequence of sounds in order to blend sounds into words with meaning.	4. Train the ears with exaggerated emphasis on initial sounds, vowel sounds, ending, etc. containing alliteration to let the child hear similarities. Drill on rhymes to develop accurate recognition of sounds and sound sequence.
5. Inaccurate and ineffective auditory perception.	5. Have a child practice repeating after teacher stressing accuracy. Have child practice rereading what he has heard another read. Give child accurate pattern.
6. Short auditory perception span	6. Begin with short units. Gradually increase the length of the unit. Practice dictation exercises to be repeated or written. Keep meaning attached so the comprehension will aid the auditory span of perception.

B. Visual Difficulties	Suggested Remedies
1. Poor vision due to external factors.	1. Eliminate causes of eye strain. Adjust lighting, seating, etc. Adjust books, print, etc. to suit the capacity of the child. Seat the child advantageously.
2. Poor vision due to eye defects.	2. Recommend medical attention. Fit with proper glasses if possible. Locate the difficulty. Adjust to the child's handicap.
3. Failure to distinguish simple forms with striking differences as: t, o, n, etc.	3. Examine the eyesight. Point out specific differences. Provide practice in matching exercises. Give concrete experiences in objects.
4. Distinguishes forms but does not distinguish words.	4. Begin with smaller perceptual units and build up gradually. Point out specific differences. Gradually increase the eye span. Provide matching exercises. Have child trace or reproduce forms. Compare and make contrasts.
5. Failure to distinguish position or orientation of patterns as: b, p, d, p, was, saw	5. Use marker. Slide marker or pointer along under material to guide eye. Give intrinsic drill which demands accurate discrimination. Ex. He sits (near, neat) the door. Check on comprehension with thought questions.
6. Line skipping	6. Use a marker. Permit child to run his finger down the left margin. Provide wider spaced material. Reduce the length of material to be read to overcome fatigue.
7. Word Skipping	7. Stress accuracy. Reduce emphasis on speed. Provide material with wider spaces between words. Provide phrase card drill for accuracy. Use markers.
8. Losing place	8. Provide easier material. Use a marker. Let the children underline as they read. Have child watch his book as teacher reads aloud. Gradually increase speed and difficulty of material. Provide highly interesting material.

9. Repeating words or links	9. See suggestions under 6, 7, and 8 on previous page.
10. Short eye span	10. Provide phrase drill from phrase cards or with a metron-o-scope. Ask questions which can be answered with phrases from text. Show the child how to read phrases. Read orally exaggerating the phrasing as the child follows along with his eyes. Illustrate phrasing on the board or on a chart. Provide material separated into phrases by wider spaces or marks to indicate the breaks. Provide easier material.
11. Long eye pauses	11. Provide rapid flash card phrase drills. Pace the eye movement with a metron-o-scope. Pace the eye movements by swinging the hand or a pointer along under the material being read. Provide easier material. Have child follow as teacher reads orally.
12. Many and irregular fixations per line	12. Use phrase drill from cards and from book. Give speed exercises on much easier material. Oral reading by teacher or other good reader. Reread same material for different purposes. Provide easy interesting material.
13. Irregular and unrhythmical eye movements	13. Adjust the work to the child's capacity. Use material with lines spaced wide apart. Use marker to guide the eyes. Pace the eye movements by having the child follow with his eyes as the teacher reads orally. Have him practice orally after the teacher.
14. Short eye-voice span	14. Develop longer eye span. Teach child when and where to pause. Provide easier materials. Give specific demonstrations and instructions.

C. Vocal Difficulties	Suggested Remedies
1. Speech defects	1. Consult a specialist for remedial procedures. Provide a good example at all times. Avoid overemphasis on oral reading until defects are corrected. Encourage and recognize improvement.
2. Baby talk resulting from difficulties in control of speech improvements.	2. Provide good examples. Accept only the child's best. Never allow ridicule from classmates. Illustrate the use of the tongue, teeth, and lips in forming particular sounds. Provide drill on difficult forms. Commend improvement and success.
3. Inaccurate speech resulting in gross errors in meaning (Amos and Andy).	3. Provide a background of meaningful experiences followed by socialized conversations. Explain pronunciation and meaning of new words occurring in conversations and reading. Point out meanings of prefixes and suffixes.
4. Reading in an inaudible voice.	4. Make the child conscious of the need for reaching an audience. Begin with a small audience close to the child and gradually extend his powers by increasing the size and distance of the audience. Stand farther from the child. Use dramatization. Show the child how he sounds. Correct his posture. Play radio broadcasting.
5. Reading in a high pitched, loud stilted voice.	5. Emphasize reading for meaning and conversational tones. Make the child aware of the audience. Reduce emphasis on mechanics, thus relieving nervous strain. Provide easier, more interesting material. Provide a real purpose for reading before an audience such as reading an announcement, reading information not accessible to the rest of the group, etc. Relieve any embarrassment. Emphasize meaning.

6. Word calling	6. Emphasize meaning. Give drill to lengthen the perception span and eye-voice span. Silent reading before oral reading as a means of developing eye-voice span. Provide a good example. Give feeling of responsibility toward audience. Provide opportunities for informal dramatization. Approve only conversational tones. Relieve emphasis on mechanics. Provide phrase drill. Ask thought provoking questions that can be answered by a phrase. Pace the eye movements. Read in unison with the teacher.
7. Lack of breath control and expressionless reading.	7. Give vocal exercises. Provide for informal dramatization and expression of feeling through the voice. Phrase drill. Relieve embarrassment.
8. Poor enunciation and careless	8. Reduce the rate of reading. Provide a good teacher example. Provide practice on needed forms. Exaggerate examples to impress the child. Examine physical mechanisms.
9. Stuttering and stammering	9. Begin over again. Provide breathing deeply. Provide for emotional re-education. Have child swing hand rhythmically as he talks. Consult a specialist. Reduce emphasis on oral reading. Permit the child to hold something solid in his hand or to hold to a solid support. Make the child feel at home. Give child feeling of self assurance.

D. Muscular Difficulties	Suggested Remedies
1. Difficulty in holding and managing the book	1. Provide a book rest until other habits are stable. Demonstrate the most effective manner of holding the book giving reasons. Remind the child before he starts to read. Encourage and recognize improvement. Help child hold the book temporarily.
2. Book movement during reading	2. Provide a bookrest or help child hold the book. Show need for control.
3. Difficulty in head or bodily movement.	3. Solicit aid of child in securing self-control. Keep child constantly reminded through unobtrusive external control as placing hand on shoulder or book. Provide easy material while overcoming the habit. Recognize improvement. Relieve embarrassment. Allow the child to sit while reading.
4. Ambidexterity and left-handedness	4. Adjust to the child's individual differences by permitting variation in use of hands. Change if it can be done easily, otherwise adjust to the situation.
5. Lack of muscular coordination	5. Develop one skill at a time, blending each new one with those previously learned. Practice bouncing a large ball or other large muscular acts which require coordination. Give rhythmical exercises to music.
6. Finger pointing	6. Provide a marker until the place can be kept without it. Point out to the child the limitations of such a practice. Encourage speed in easy silent reading. Emphasize thought getting rather than word recognition. Give phrase flashing with response in terms of meaning. Give practice in blackboard and chart reading where finger pointing will we impossible.

7. Excessive lip movement	7. Reduce the amount of oral reading and substitute silent reading. Provide easier material with much repetition. Use such external reminders as holding finger over the lips whild reading silently. Make the child conscious of the need for the elimination of the habit.
8. Nervous habits	8. Avoid emphasis on speed. Use simple highly interesting material to cause him to forget himself. Place a firm steady hand on the child or the book. Encourage self-control.

E. Comprehension and Recognition Difficulties	Suggested Remedies
1. Failure to understand the text because of difficulty in word meaning in conversation.	1. Develop meanings of very simple words, through conversations and explanations. Transform the language to one the child can understand. Explain word meanings and usage.
2. Failure to understand the text because of difficulty in word meaning in conversation.	2. Give training in word meaning; prefixes, suffixes, root words, vocabulary based on specific subjects, etc. Give drills on words related in meaning such a antonyms, synonyms, action words, etc.
3. Inability to get meanings of unfamiliar words as met in reading.	3. Provide guided meaningful dictionary study. Include new words in conversations and explain meanings before they are met in the text. Provide concrete experiences with unfamiliar words. Dramatize or picture word meanings whenever possible.
4. Difficulty in word recognition even in case of words previously encountered	4. Provide a picture dictionary reference. Use matching exercises. Teach phonetic analysis and syllabication. Use context clues. Use same word in different environment.

5.	Inability to analyze words into their natural recognition and pronounciation parts.	5.	Group words according to their phonetic similarities. Divide compound words. Find little words in big words. Provide dictionary training.
6.	Inability to derive meaning from apparently known words. (Ten)	6.	Select descriptive words, action words, etc. Relate words to add concrete experience as a basis for understanding. Prove a definite purpose for reading.
7.	Inability to attack new words independently.	7.	Develop visual aids, phonetic analysis, and context clues. Use picture clues.
8.	Lack of recognition of abstract words in isolation.	8.	Use words in context. Keep meaning attached.
9.	Substitution and insertions.	9.	Provide drill on exercises requiring accurate shades of meaning. Give specific questions to guide silent reading. Have child formulate questions based on his own silent reading. Point out the specific difficulty and the importance of accuracy.
10.	Repetitions caused by word difficulties and regressive eye movements	10.	Provide easier material. Have child read silently for meaning before reading orally. Cover what has already been read. Elimination of word difficulties before the oral reading.
11.	Inability to recognize thought units.	11.	Give phrase drill. Find phrases in content in answer to specific questions. Provide material with phrases or thought units marked or spaced.
12.	Failure to comprehend long complex sentence structure because of short perception span.	12.	Reduce to simple sentences. Combine two or more simple sentences into a compound or complex sentence. Gradually increase the perception span through interesting, easy, highly motivated materials. Reread for a different meaning. Read to the child and carry the thought through for him.

13.	Failure to comprehend because of the difficulty of the material.	13.	Adjust material to the pupil's ability. Help him decipher the meaning.
14.	Failure to comprehend paragraph or story continuity because of short attention span and lack of ability to concentrate.	14.	Provide a definite single purpose for reading. Reproduce orally, pictorially, or in writing what has been read. Arouse interest by raising questions, starting a story and leaving a child to finish alone. Gradually increase the length of assignments.
15.	Overconsciousness of mechanics.	15.	Read for thought. Check on comprehension. Eliminate mechanical drills.
16.	Lack of sufficient attention to detail.	16.	Assign specific directions to be carried out. Provide intrinsic drill where differences in choice of words completely change the meaning.
17.	Inaccurate comprehension due to excessive play of the imagination.	17.	Provide exercises in which absolute accuracy is the aim. Provide other outlets for the vivid imagination. Ask specific fact questions. Distinguish between quoting and creating.
18.	Guessing at meaning.	18.	Use intrinsic exercises demanding accurate word discrimination. Provide exercises with unexpected content or ending. Eliminate true-false, yes-no, or other types of checking devices which permit guessing. Have the child read to prove a point.
19.	Lack of sufficient speed to make mental fusion possible.	19.	Make child conscious of the need for improvement. Reduce speed drills on easy material. Reread the same selection for a different purpose. Keep time charts as objective evidence of improvement. Drill with phrase and sentence flash cards or the metron-o-scope. Teach skimming or gain a single point.
20.	Too much speed to the detriment of comprehension.	20.	Stress thought-getting. Check on comprehension. Eliminate time pressure. Give specific points to look for.

21.	Inability to profit by punctuation.	21.	Teach the meanings and uses of punctuation marks. Provide practice exercise in their use. Show examples where punctuation makes a difference. Practice oral reading and dramatization with emphasis on expression of meaning as indicated by punctuation marks.
22.	Inexpressive oral reading.	22.	Motivate the reading. Get meaning through silent reading first. Make the child aware of his responsibility for imparting meaning to an audience. Remove copies of material being read from the audience. Develop conversational tones. Use dramatization. Show the child both the good and the bad examples for comparison. Try to interpret the character by the tone of voice.
23.	Misplaced emphasis in expression.	23.	Reread the same material in response to different question. Work for accurate shades of meaning.
24.	Inability to relate reasoning to previous experiences and to think independently.	24.	Ask thought provoking questions. Train pupils to locate descriptions, humorous passages, character sketches, etc. Have them read to verify a fact or prove a point. Use spontaneous dramatization. Provide an experience or call to mind a related experience.
25.	Inability to think logically in response to questions.	25.	Use series of related questions designed to lead thinking through a series of logical steps. Begin with simple questions and gradually increase difficulty.
26.	Inability to organize material read.	26.	Have children make lists from silent reading. Have them make lists of series of events in order of occurance.

27.	Inferiority complex and lack of self-confidence.	27.	Make success possible by providing easy material. Recognize it when it occurs.
28.	Lack of interest and inattention.	28.	Provide easy, interesting material. Provide strong motives. Shorten the recitation period. Gradually increase the length of period as interest and attention are gained. Find out what child is interested in and capitalize on it.
29.	Carelessness and waste of time.		Give the child an individual responsibility. Point out the value of and necessity for careful work. Limit time for specific tasks.
30.	Dependence on others.	30.	Give individual assignments. Provide copy-proof seat work. Command success. Put child in a position of leadership.
31.	Worry, nervousness and fear.	31.	Make completion of the assignment possible and a privilege rather than an obligation. Find out and remove the cause of fear if possible.
32.	Overconfidence and aggressiveness.	32.	Increase the assignment. Place on committees where cooperation is necessary. Challenge his ability by harder material. Eliminate praise. Keep objective records of improvement over a period of time.

Rover's Bone

"Rover" sits in a chair in the front of the room. His eyes are shut. Another player tiptoes up to remove an object (the bone) from behind Rover's chair without being caught. If the second player makes it back to his seat without Rover hearing him, he becomes "Rover". If not, Rover must remain in the chair for the next round.

Variations: Easter--Place a basket containing five eggs behind "Rover's" chair. The second player removes some of the eggs. When "Rover" opens his eyes, he looks in the basket and tells how many were taken away and how many are left.

Teaching measuring units--While "Rover" is asleep, the "grocery boy" delivers an order (empty cartons of milk, ice cream, butter, eggs, and so on). After the grocery boy leaves, Rover must tell the measuring units in the grocery order.

Drilling on beginning consonants--The second player places an object beginning with a consonant your class is studying behind the chair. Rover must name the object and give another word that begins with the same sound.

Let's Go to the Movies

Word cards are used as "tickets". If the child can read his ticket, he is admitted to a make-believe movie.

Put a word list on the board. Two children each with a pointer have a "race" to see who can find the word first. The teacher or a pupil calls the words. Next, use phrases rather than single words for these games.

Objects or groups of objects in the room can be tagged until the child learns the word.

A Diary Chart

A class diary chart for primary grades is very good for the following reasons: It unifies the group. It gives a permanent record of interesting events. It allows for pupil planning of activities. And it provides meaningful reading through an experience-centered content.

Make entries in the class diary once a week. Since little children tire of an activity which is carried on for too long a time, it is well to start with a certain period of time in mind. For example, begin the diary in the middle or last of April and continue until just before school closes, or as long as interest runs high.

Start with simple stories at first. Later some may be more difficult. They should be composed by the children and printed by the teacher on large sheets of oaktag or on charts. Illustrations for the diary are drawn by the children. Make mimeographed copies for each child. Or children might make their own copies, possibly not making the diary quite so large, and selecting the most interesting pages.

When studying a unit about homes, build a house from large packing boxes. Children can keep a day-to-day record of building progress. The diary will help to summarize work that has been done and will aid in making future plans.

Experience Chart Suggestions

Themes: Signs of spring; helpers around the school building; workers of the community; toys; wild animals; a log or diary record of school activities; trips to the farm, library, post office, park, zoo, or other place of interest; a bus or train trip; science experiences; pets--characteristics and care; recipes for cookies, pudding, and so on; news items; surprise stories; safety rules and health rules; things seen on the way to school; how we help at home; how we help at school.

A Daily Newspaper

Use one of the chalkboards for the paper. Choose a name for it and print the name and the date in big letters across the top of the board. In the space below, print the day's news--such items as visitors to the room announcements, important happenings, approaching holidays, unusual weather, etc. Make the news items as varied as possible. Read the "news" to pupils sometime during the day. One day a week, the children write the newspaper themselves. Discuss the various suggestions, pick out the best ones, put them in short concise sentences and as a special honor, allow a pupil to print the paper. When you have some especially interesting news, distribute sheets of blank paper and allow each child to write his own paper to take home.

EXPERIENCE CHART STORIES 1-3

We look for cars before we cross streets.
Listen to what people say to you.
Put waste paper in the basket.
We wash our hands before we eat.
Book Week starts next Monday.

(for posters)

Telling Others About a Book You Read:
Show the book and some of its pictures.
Tell who wrote the book
Tell a little of what the book is about.
Tell whether you liked the book and why.

(standards or rules suggested by students during group discussion)

Walking to and from school:
Obey traffic signs and signals
Do not walk in water.
Watch where you are going.
Do not damage lawns or flowers.
Give others room to pass.

" " " "

Things to Do for Our Party:
We must decide when to give the party
We must choose people to greet guests and serve food.
We must decide what food to serve.
We must plan a program.
We must write invitations.

(plans made by students for future activities during group discussion)

Experience chart prepared by first-grade students.
Yesterday we visited the creamery.
Some of our mothers took us there in cars.
Mr. Clark took us through the creamery.
We watched one man make butter.
We watched a machine separate cream from milk.
We found out where buttermilk comes from.
We saw men load cartons of mild in trucks.
Mr. Clark gave each of us some milk to drink.

Today is Monday
Dick and Betty will pass the books
Sally will feed the bird
Fred will water the plants
Ann and Mark will collect the papers.

Today is Friday
It is November 19
The new snow is three inches deep.
Tom will come back to school next Monday.
We will go to assembly at half-past ten today.
The third-grade class will give a play there.

I watch the heavy snowflakes fall
And hope they will not stay
I want to take my bat and ball
And go outside to play.

READING, A Program of Instruction for the Elementary School, McKee, Paul
Houghton Hifflin Co. 1966

Study of Indian Life

The study of Indian life enables the child to realize by contrast the difference between simple primitive life and the complex life he lives. In this sense, the study of primitive life is not a study of the past but of the living present, vitally related to life experiences. Dramatization, play, handwork, construction, and games are all necessary in organization and expression of ideas. The study of Indian life may extend through a semester and may be used as a basis for a few reading lessons.

The following specimens of reading lessons are examples.

MAKING OUR WIGWAM

The Indians lived in wigwams.
First, we looked at a wigwam to see how it was made.
Then we cut long pieces of cloth.
The pieces of cloth were pointed at the top.
Then the wigwam was sewed up.

MAKING FIRE WITH WOOD

Indians make fire in this way.
A piece of wood is laid on the ground.
Holes are made in the wood.
A long piece of wood is held between the hands.
One end of the long piece of wood is pointed.
The pointed end is put into one of the holes.
The stick is turned.
Then fire comes.
We tried to make fire as the Indians do.

These will be eagerly read by the children as their own compositions. This is a great motivating force for the child who is having reading problems. Students could make a booklet using these stories that they compose themselves, (with teachers help if necessary), and illustrate each story.

An Indian village could be constructed on a sand table. Wigwams, trees, lakes, etc. could be made in miniature. Children love this kind of activity.

Play Dough Clay

Mix the following ingredients in a bowl.

4 cups of flour
1 cup of salt
1 tablespoon of cooking oil
1¼ to 1½ cups of water

Food coloring may be added to water or a few drops may be added to the ball of dough and kneaded in by the children.

Have children model a character or something they have read about in their readers or library books.

Use dough to form letters of the alphabet. After they are dry, let children trace the letters with their fingers. This is especially good for children with perception problems.

Finger Paint

Mix the following ingredients.

1 cup starch
1 quart boiling water
1 cup mild sopp flakes
1 cup talcum powder

Mix starch with enough cold water to make a paste. Slowly add boiling water, stirring constantly. When cool, stir in the soap flakes, then add talcum powder to give it a soft sheen. Divide into covered containers and tint with desired color of tempera paint.

Ask children to fingerpaint a picture about someone or something they have read about.

How Photography Can Aid in Teaching Reading

Photographs are made of pupils and their teacher engaged in various classroom activities. If darkroom facilities are available, 11" x 14" enlargements can be made from the prints.

If no darkroom facilities are availalle, perhaps the children have amateur photographers in their families who are willing to co-operate. Local photographers will make enlargements a a reasonable cost, or the negatives may be mailed to larger concerns in near-by cities.

Mount these large prints on 16" x 28" papers, and have children compose stories (printed by the teacher). The development of the sentences, motivated by the fascination of seeing themselves in the pictures and the subsequent meaningful reading, will be worthwhile activities. Assemble the individual mounts into a large book, and make covers for them.

Another method would be to use snapshot size pictures and have each child copy the stories in his own 'book'. Cost could be financed by asking parents to contribute the amount needed for their own child. By ordering in quantity, prints can be made quite economically.

Activities of the community, as well as those of the classroom, make interesting subjects for the camera.

Children's experiences and the vocabulary which the experiences call for are resources that need recognition in primary reading plans. The interests of the children, and the creative opportunity provided by photography, deserve more consideration by elementary teachers.

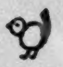
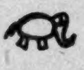
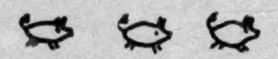
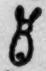
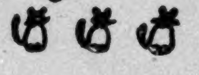
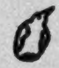
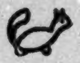
Reading Puzzle

For reading puzzles, collect colored pictures of interest to the children, such as a farm scene or a toy store. (Reading readiness books are often a good source for these pictures.) Each picture is then pasted on the bottom of a box. (A greeting card box about 10" x 12" is ideal.) Next, make a list of every item in the picture; cut out the words, and put them in a separate box. When the children use the puzzle, they must match the words to items in the picture.

Visiting Teacher

Pretend to be a "visiting teacher". Select a "teacher" from the class to carry on the work. Knock at the door. The "Teacher" should welcome you and show you to a seat. It gives students an incentive to do their best in order to impress you.

A Drawing Aid

You need not be an artist to make stories and poems live for even your tiniest children. A circle easily becomes a birdie with a yellow bill  or even the elephant  who got spanked for his 'satiable curiosity. A few strokes of chalk and the three little pigs scamper along  . Peter Rabbit sits up to look through  the fence, or the three little kittens mourn their lost mittens  . Whether it is a pompous penguin  or a chattering chipmunk  , your story will hold more interest if you use simple little drawings such as these.

Reading Stimulation

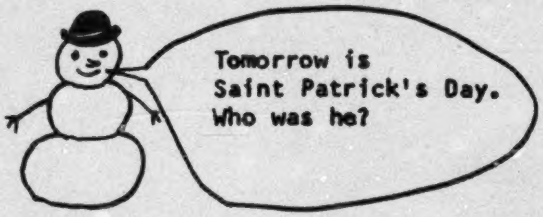
During storytime, once or twice a week, put on a special smock (made with several pockets on it). A different story is placed in each pocket. A child comes up and reaches into one of the pockets to select the story to be read. Children look forward to this very much as it creates a certain amount of suspense and surprise.

Bulletin Board Car Race

Make a huge oval racetrack of construction paper and tack it on the bulletin board. Each child has a paper car with his name on it. Written on the track are sight words. A child can advance a maximum of ten words. If he misses a word, the car gets "stuck", and is pinned under the "sticky" word. As soon as a child's car crosses the finish line, his car is put in the "winner's circle", so that everyone can see that he has completed the race.

Bulletin Board Figure

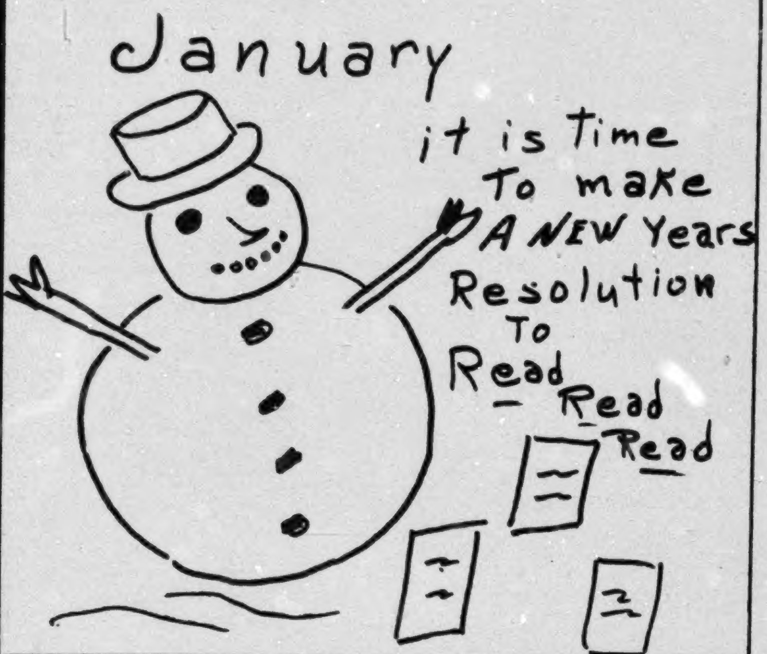
On an extra bulletin board or wall space, place a seasonal figure (a Santa Clause, snowman, Easter bunny, etc.) and let him make daily announcements in cartoon form to encourage reading.

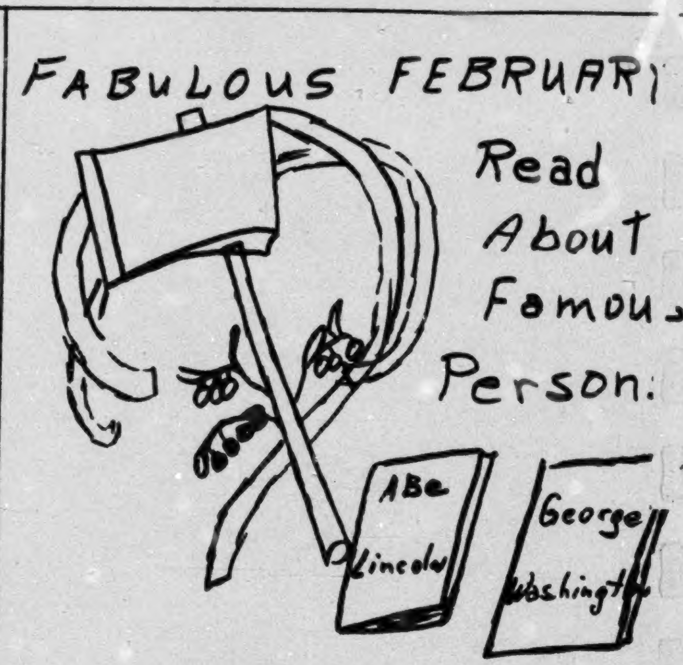

Tomorrow is
Saint Patrick's Day.
Who was he?

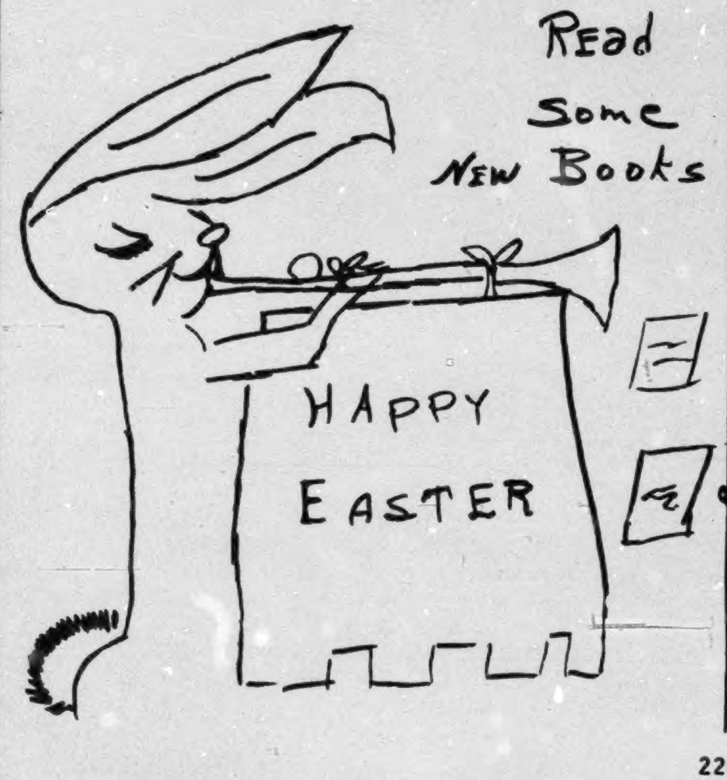
Outside Reading

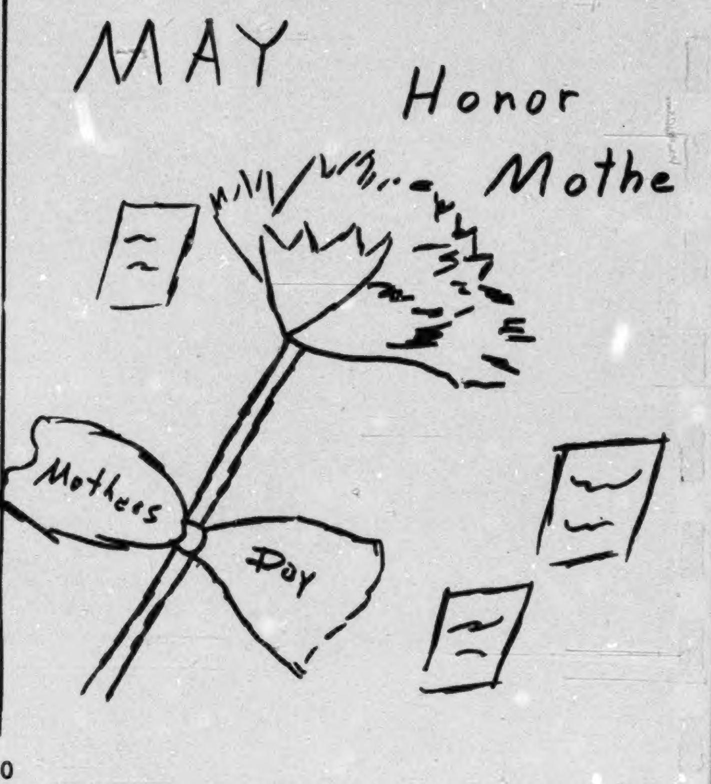
A Happy Landing bulletin board is an incentive for home reading. Each child makes a cutout parachute with a boy or girl silhouette clinging to it. A tape measure along the side of the bulletin board indicates the inches the parachute must fall. For every book (or hundred pages of an especially long one) read, a parachute comes down an inch. When it reaches the bottom of the board, it has a "happy landing". A star is put on the parachute and it is again placed at the top for a second jump. After a given period, the class may have a celebration and special honor is given to all who have made successful landings.

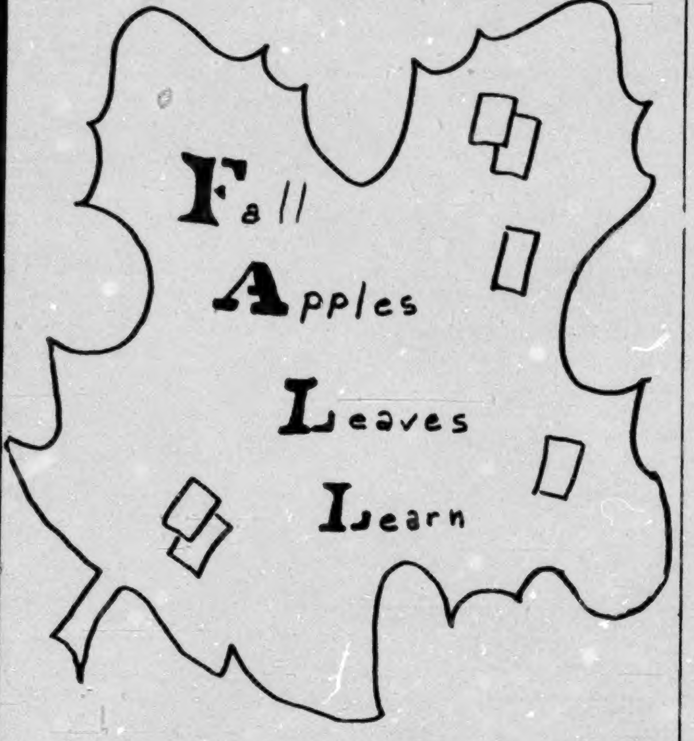
Bulletin Board Ideas

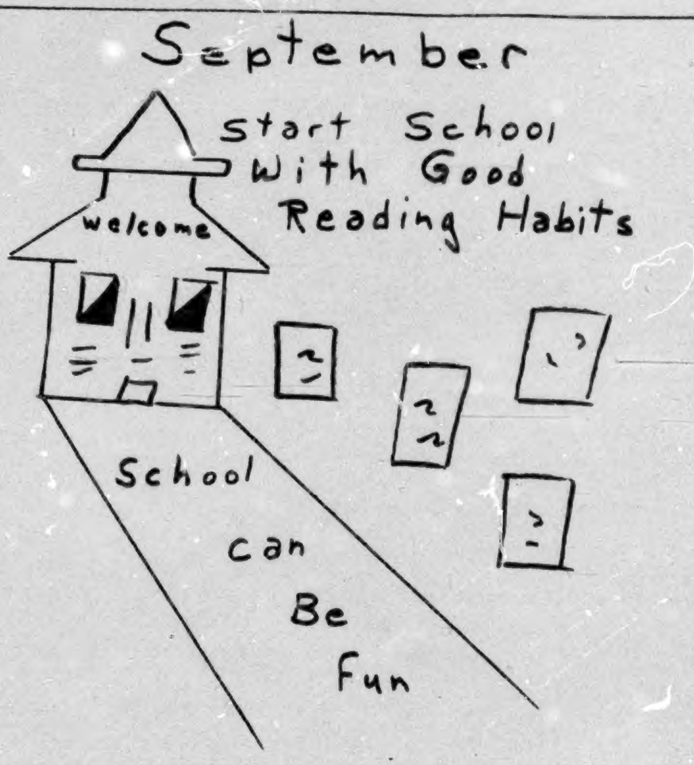

January
it is Time
To make
A NEW Years
Resolution
To
Read
Read
Read

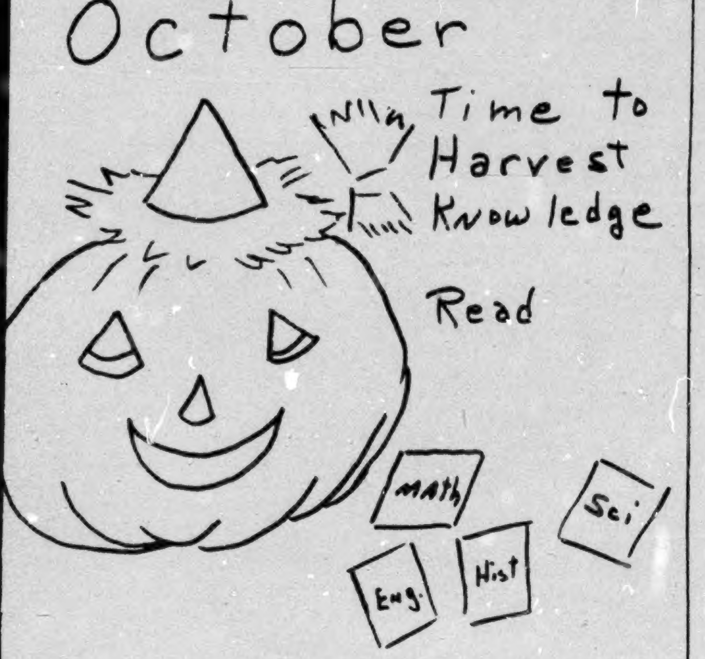

FABULOUS FEBRUARY
Read
About
Famous
Persons
ABe Lincoln
George Washington

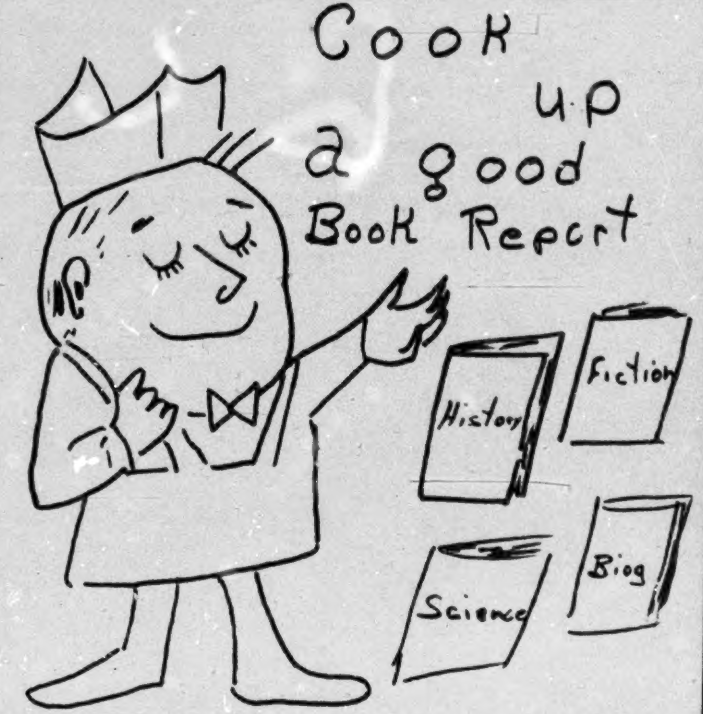

READ
Some
NEW Books
HAPPY
EASTER


MAY
Honor
Mothe
Mothers
Day


Fall
Apples
Leaves
Learn


September
start School
with Good
Reading Habits
welcome
School
can
Be
Fun


October
Time to
Harvest
Knowledge
Read
MATH
Sci
Eng.
Hist


Cook
up
a good
Book Report
History
Fiction
Science
Biog

MOTIVATION

Boys Who Don't Like to Read

If a boy is a poor reader, one of the surest ways of introducing him to the reading practice is to furnish him with short, easy sport stories. Those in Boy's Life and The American Boy are simple and interesting. The fact that they are printed in magazine form is appealing to boys.

Sometimes, reading part of a book aloud to the class and then permitting a poor reader to borrow the book awakens his desire to read. There are many baseball books which boys will read without urging.

Provide "How To Do" books that tell how to make things; bird houses, simple mechanical toys, etc. This is a great incentive for reading for a specific purpose.

Radio Station

A Radio Station is a fine project for the intermediate grades. Open the station during the morning exercise, in the fashion of a real radio station. Appoint a Newspaper of the Air Committee which is to function for a month. They draft a plan of operation. For instance:

Two members present the daily news and weather. They select items of interest to the group or those related to their studies, and rewrite the news in a way that will be meaningful to the audience. Weather reports should be scientific, utilizing terms and facts learned in the study of the weather. The morning exercises should set a serious tone for the day's work.

Two members are sponsors. They remind the pupils about standards of work or behavior, safety practices, room orderliness, and so on. These reminders are called "public service announcements". The sponsors present them in clever, original ways. Appoint a television reviewer who is to announce recommended television programs.

Example of opening exercises:

1. Flag salute led by reporter.
2. Patriotic song led by reporter.
3. Station "sign-on".
4. News and weather.
5. Public service announcement for the day.
6. Television program suggestion.
7. "Sign-off"

Book Character Afternoon

After reading a book, each child is to dress as the main character in his book. Students should not tell anyone in the class the name of the books they are reading. The class has a chance to guess the book from the costume and the report. There is no set form for the report other than the title and author. The one requirement is that each person tell about himself as the main character in his story. The children will naturally select the most interesting and unusual events in the life of the character, be he either factual or fictional.

For the first report, encourage pupils to bring their books to school to read in their free time. Book covers are made so that no one will be able to see the title of the book and thus guess before Book Character Afternoon.

Check with each child as he selects his book. You will not want poor readers to select a book too difficult and thus become discouraged.

The children can bring their costumes in suitcases, bags, or boxes. The costumes can be put on at school just before report time. They may want to invite other classes to hear their reports and guess the name of their book. A suggested time is once a month. Later in the year, you may want to invite parents. This provides a natural letter-writing situation.

The children design their own costumes. Will Rogers may have chaps made out of wrapping paper and pinned to his pants. Pantalets may be made of pajamas with elastic around the ankles. A hoop skirt can be fashioned from two wire hangers twisted into a circle with several strips of tape attached to an elastic for the waist band.

Puppets

Children can pick out characters in a story and since the characters in fanciful stories need not look real, they can construct a puppet in a very short time.

Hand puppets can be made from bits of cloth, felt, and papier mache. Mold head shapes for the puppets from clay, cover the clay heads with papier mache made from newspaper or facial tissues, etc, and mold the features. Mold the neck as part of the head, leaving an opening for the forefinger. Allow the heads to dry thoroughly and paint a flesh color. Help children to ink in the eyes, help cut and glue or sew appropriate clothing to dress puppets as story characters.

Children can make up their own story plays and present them or they may dramatize a story from their reader or from a book of fairy tales. This can be put in play form and dittoed or children can read the story directly from their reader. This will make them more aware of quotation marks. It would be wise to choose the characters before-hand and ask them to read their parts before coming to class.

5 DOZEN WAYS TO GIVE A BOOK REPORT

1. Give an oral summary of the book.
2. Submit a written summary of the book.
3. Tell about the most interesting part of the book.
4. Write about the most interesting part of the book.
5. Tell about the most important part.
6. Write about the most important part.
7. Read an interesting part aloud.
8. Tell about a person you liked or disliked.
9. Write about a person you liked or disliked.
10. Write a dramatization of an exciting episode.
11. Present a dramatization of a selected episode.
12. Tell about something you learned.
13. Demonstrate something you learned.
14. Make a peep box of the important part.
15. Make a "movie" of the story.
16. Paint a mural of the story (or parts of it).
17. Create a puppet show dramatizing the climax of the story
18. Paint a water color picture of an important event in the book.
19. Make a book jacket with an inside summary.
20. Make a scale model of an important object discussed in the book.
21. Draw clocks to show the times important events took place and write a brief caption for each.
22. Write another ending for the story.
23. Make up a lost or found ad for a person or object in the story.
24. Make a "picture book" of the most important part.
25. Draw a "picture story" of the most important part.
26. Compare this book with another you have read on a similar subject.
27. Gather a collection of objects described in the book.
28. Draw or paint main characters.
29. Make a list of words and definitions important to the story.
30. Make a poster to "advertise" the book.
31. Prepare a true or false quiz for use after the reading of this book.
32. Give a pantomime of an important part.
33. Use a map or time line to show routes or times.
34. Dress as one of the characters, and tell his role.
35. Tell about the author or illustrator.
36. Make a flannelboard story from magazine pictures to illustrate the story.
37. Hold a "round-table" discussion or panel with others who have read this book.
38. Do a scientific experiment associated with reading and demonstrate it to the class.
39. Make a sawdust and paste model. Paint it. Label it neatly.
40. Tape record story highlights. Play it back.
41. Make a styrofoam model to represent the most important character.
42. Make a diorama illustrating a scene.
43. Make a seed mosaic illustrating a scene.
44. Make a scroll using an outstanding quotation from the book.

45. Soap carving.
46. Balsa wood carving.
47. Make a paper-mache model.
48. Make a 3-D scene in a cardboard box.
49. Give a "chalk-talk" about the book.
50. Make a finger painting suitable for a book jacket.
51. Make clay work illustrating an important person or object.
52. Make stand-up characters.
53. Copy a letter from the book.
54. Make a picture of the character, using the letters in his name.
55. Make a wire mobile of characters or objects in the story.
56. Give a "news cast" about an event in the story.
57. Act out with another pupil an interview with the author.
58. Dramatize an imaginary interview with the hero (or heroine).
59. Arrange to debate another pupil on the merits of the book.
60. Tell how you would turn this story into a musical--illustrate by a song or two.

---From the Elementary Curriculum Office of the Enid Public Schools

Book Clubs for Grades 4 - 6

Falcon
Young Readers Press
Katonah, New York 10536

Arrow
Scholastic Book Services
2931 East McCarty Street
Jefferson City, Missouri 65101

Weekly Reader Discovery Books
Education Center
Columbus, Ohio 43216

BOOK REPORTS

This is the form on which to keep a record of the books you read this year.

In column 1, write the title of the book.

In column 2, write the name of the author or the book.

In column 3, write the date of the day on which you finished reading the book.

In column 4, to answer the question--"Did you like this book?", use the following code
G--Good M--Medium P--Poor

In column 5, use the following code for the type of book read.

A--Animal, Bird	H--History
B--Biography	P--Poetry
C--Bible Stories	S--Science, Science Fiction
F--Fiction, Mystery Fiction	T--Textbook, Supplementary Reader
G--Geography, Travel	M--Miscellanious (not covered)

In column 6, write the number of pages in the book.

In column 7, use the following code to tell where you found the books.
H--Home S--School Library C--Community Library F--Friend

In box 8, make a few remarks about the book.

Follow this pattern.

1.	2.	3	4	5	6
Charlotte's Web	E. B. White	March 4 1970	G	F	184

8 Fern - a little girl, Charlotte - a spider, and Wilbur, a pig enjoy an unusual friendship.

READING FOR ENJOYMENT AND INDEPENDENCE

The object of recreatory reading is to increase the children's happiness through the reading medium; to lead children to enjoy good reading as a wise use of leisure time. Other objectives are: increased knowledge, vicarious experiences, increased vocabulary, faster reading rate, and a wider background of culture.

Teachers are often so disturbed for fear their pupils will not read what they are supposed to, that there is usually a strict, routine check-up to see if they are reading and absorbing the designated material. Often this check-up is in the form of a test. Wouldn't you feel robbed of the enjoyment of reading if you knew someone had prepared a test for you to take over the contents of a book?

One of the best ways of finding out whether children are reading and comprehending the selection is by means of simple book reviews. Remind the children that the purpose of a book review is to acquaint others with a book in order that they may know whether or not they wish to read it.

Reading matter should be chosen as far as possible to fit the experiences of those who are to do the reading. Teachers often choose a classic because it is good literature, never giving heed to the fact that its content may be too remote from the children's lives to be understood or enjoyed by them.

Teachers often overrate the mental ages of their pupils. Therefore the reading material which they are given is often too difficult in content, vocabulary, or both. Don't ever expect your pupils to tell you if their reading material is too difficult. Rather than let you and their classmates know how 'dumb' they are, they will suffer in silence.

Try to discover what the child enjoys in a certain type of literature, then tempt him with books of a better written type which posess the same qualities of appeal. Robinson Crusoe and Swiss Family Robinson are usually enjoyed by children. Good books should be suggested as a matter of choice.

READING FOR ENJOYMENT AND INDEPENDENCE

Basic to good teaching, is the sympathetic understanding of the human desires of a child. Reading material used should be appropriate as to interest and difficulty.

Time for emotional response. A most satisfactory reward for reaching the climax of a paragraph or story is the unhastened opportunity to revel in the joy or sorrow created by the reading. See how motionless he often sits, while this transmutation of words into sensation is taking place! Indignation, suspense, justice, rewards of all kinds, occur in the best of stories.

Emotions require time to permeate the mind and body and to be completely enjoyed. For the imagination to create the picture requires some uninterrupted moments. The sensitiveness of a good teacher tells her unfailingly when the time comes to "return" to earth" from these flights of fancy.

The "carry-on" in reading. This second sympathetic understanding is that of the child's desire to carry on in reading. He wants his reading to carry on. He enjoys the feeling of "going places" in reading. This consciousness of continuity builds up a noticeable momentum which is very profitable. This desire to read, created jointly by child and teacher, acts as a force set in motion which tends to want to carry on until it meets with an obstacle too difficult for it to override. This force resents any external jar to its smooth operation. When a teacher recognizes this force and its value she will permit a certain amount of overriding in reading. For example, a sentence in a book reads, "I do hope he is not hurt." The child, remember, is carrying on well in reading and he reads, "I hope he is not hurt." The word "do" ommitted. Another sentence follows: "That monkey is always getting into trouble." The child reads: "That monkey always gets into trouble." The word "gets" in place of the word "getting". At this point, the poor teacher stops the child and makes him read the sentence correctly word by word. She has made some gains in accuracy of reading but look at the price she may well have paid: (1) Loss of faith in himself. The gradual mounting of a feeling of achievement has been shattered. (2) Loss of sustained interest and comprehension resulting in a flustration of mind and body. Often the child will lose his marker, place on the page, or even at times, the book may fall to the floor. (3) Loss of what you might call the endurance span of the child. (4) Loss of time. The three minutes or more used in making corrections and re-reading and then re-adjusting conditions for another attempt at reading. This precious time, if uninterrupted, would have carried him on through a likely 120 words of reading in which the numerous reading skills would be receiving practice.

READING FOR ENJOYMENT & INDEPENDENCE

Promoting Good Books

1. A library corner, complete with bulletin board display, is essential to good book promotion. Themes for the displays might be related to topics (horse stories, baseball, science), popular authors (Dr. Seuss, Minarik, Wilder), or types of books (fairy tales, mysteries, poetry).

2. New books in the classroom library deserve some fanfare.

3. Selling a book to the class. The reader-salesman must convince the rest of the class that the book he read is the best book of its kind. Two pupils may compete in trying to sell two different books on the same topic or theme.

4. Holding a book fair is an ideal device for getting middle-grade children involved in book reviewing with a purpose. Representatives then travel to other classes to review some of the books to be exhibited.

5. Oral reading by the pupils can include such activities as reading the "most interesting" or "most exciting" parts of a story.

6. Favorite poems brought to class and read or recited by pupils (after adequate preparation) stimulate further reading of poetry by the group.

7. Informal conferences with children about their books do much to stimulate continued reading.

8. A visit to the public library, with plenty of time to browse among the shelves, serves to awaken many children to the lively world of books.

Hillerich, Robert L., 50 Ways to Raise Bookworms, Houghton Mifflin Company

Keeping Reading Records

1. Individual book shelves can be made of construction paper. For each book read, the pupil makes a miniature by covering an empty matchbook, (or a piece of corrugated cardboard) with plain paper.

2. A bookworm of construction paper may be put on the bulletin board by the teacher. As a child reads a book, he writes the title and author on a segment to be added to the display.

3. The book tree is a variation of the bookworm idea. In this case, leaves are added to a construction-paper tree for each book read.

4. File card (3" x 5") with brief summaries and reactions to books read independently can be a valuable asset to the class.

5. A class book may be developed in which each child has one page which is devoted to a review of his favorite book.

6. Cumulative book reports, collected in a folder, offer children an opportunity to compare reactions. For any given title, each child who reads the book adds his reaction to those previously recorded.

7. A class list of favorite books, in chart form, offers kindergarten and first-grade groups and opportunity to express their interests and preferences.

Sharing Reading Through Art

1. Original book jackets, illustrations, or advertising posters can be made by children to illustrate a book read.

2. Illustrated maps, showing a character's travels or the area encompassed by a story.

3. Cut-outs of favorite characters, either traced from the original illustrations or drawn by hand, will provide a constantly changing population for a section of the bulletin board that might be called "Friends from Books."

Hillerich, Robert L. 50 Ways to Raise Bookworms,
Houghton Mifflin Company

Sharing Reading Through Art (Continued)

4. Mobiles may be constructed of major characters from a story.
5. Dioramas and shadow boxes offer opportunities to express creativity in interpreting a scene from a book.
6. Life-sized figures of favorite characters may be drawn on mural paper.
7. A movie or TV show can be made of a story by drawning and pasting together scenes from a book.
8. Bookmarks, illustrated with "the part I liked best" or "my favorite character" make lasting mementos of enjoyable reading experiences.
9. Felt board characters provide an excellent vehicle for storytelling.
10. Dolls or clay figures may be dressed to represent favorite characters.

Sharing Reading Through Writing

1. Book characters may exchange letters in the middle grades.
2. New endings might be written by children for their favorite books, or original episodes written for particular story characters.
3. A diary or log my be written by pupils to represent the experiences of the main character of a book.
4. Analogous stories, written in the manner of old favorites, offer a challenge to middle graders.
5. Writing headlines is a fascinating activity. A provocative headline such as "Ben Franklin Revealed as Fraud" might be posted on the bulletin board and children encouraged to guess what book is represented.

Hillerich, Robert L., 50 Ways to Raise Bookworms, Houghton Mifflin Company

Sharing Reading Through Writing (Continued)

6. Booklets about favorite authors, complete with cover illustrations, might be "published" by the class.

7. Every school newspaper or magazine should include a good feature section devoted to children's books.

Dramatizing & Discussing Reading Material

1. Pantomime is an interesting means of sharing an event or a characterization from a story.

2. Puppets are as much fun to make as they are to operate. A large packing box or a table turned on its side can serve as the stage. Kindergartners enjoy making small drawings of characters introduced in picture books or storytelling sessions and pasting them on pencils or sticks to use as puppets. More elaborate puppets can be made by sticking a ball of clay on the end of a finger and using a handkerchief around the rest of the hand to form the puppet's body.

3. Radio shows may be presented with a tin-can "microphone" or with a tape recorder.

4. Newspaper and magazine articles about children's books, authors, or illustrators stimulate an awareness of the importance of children's literature. Have pupils bring these articles to class for discussions.

5. Comparisons are always interesting. Middle-grade pupils might like to compare Black Beauty and King of the Wind.

6. Panel discussions of various kinds are possible even though no two members of the panel have read the same book. As early as fourth grade, children can discuss stories in terms of the problems faced by the main characters.

7. Authors are important. Especially by the middle grades, pupils should begin to be aware of prominent authors.

8. Homework can be fun. Suggest that your pupils might enjoy

Hillerich, Robert L., 50 Ways to Raise Bookworms, Houghton Mifflin Company

Dramatizing and Discussing Reading Material (Continued)

reading a book to a younger child at home and reporting his reactions to the class.

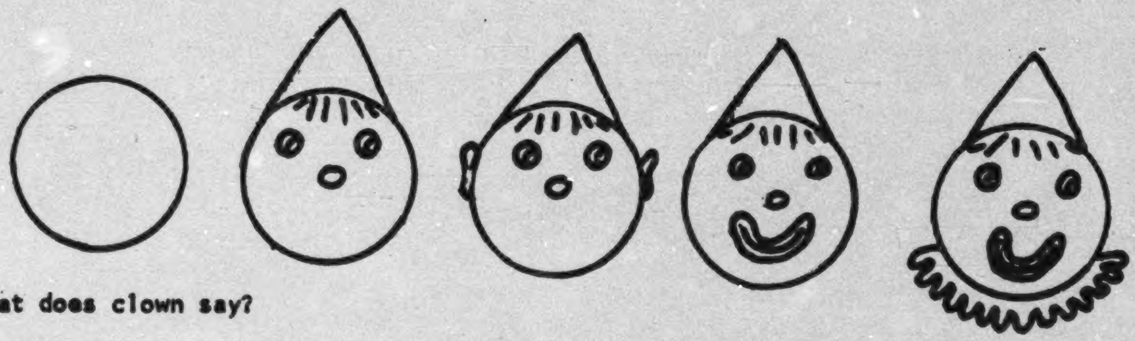
9. Small-group reporting offers a pleasant variation from the more formal book report. Three or four groups may be exchanging information.

10. Quiz shows, patterned after "What's My Line?" or "I've Got a Secret," offer an opportunity for middle graders to become acquainted in depth with book characters.

Hillerich, Robert L., 50 Ways to Raise Bookworms, Houghton Mifflin Company

READING FOR ENJOYMENT

1. Draw a circle round and big.
2. Now a few hairs for a wig.
3. Then a hat--Like this it goes
4. Now a circle for a nose.
5. Draw two eyes big and wide.
6. Put an ear on either side.
7. Make a mouth. Don't let it frown.
8. Then a collar for your clown.



What does clown say?

Vowel Song

A E I
A E I
A E I O U
U Says U (as in uniform)
U says OO (as in fruit)
A E I O U

EARLY BEDTIME

5 sleepy puppies playing on the floor.
1 crept to bed, and then there were 4.
4 sleepy puppies as tired as could be,
1 curled up in a ball and then there were 3.
3 sleepy puppies said, "We are drowsy, too",
1 found a blanket, and then there were two.
2 sleepy puppies, too tired to run.
1 lay upon the grass; then there was 1.
1 sleepy puppy said, "Night has begun",
He found a kennel, then there was none.

Play You Are---

Primary children like to pretend they are characters they have heard about. Use the names of persons and animals with which they have become familiar in reading classes. On slips of paper, write directions like these:

1. Play you are Jane. Give your doll to another little girl.
2. Play you are a farmer. Run after White Cow.
3. Play you are White Bunny. Go hop, hop, hop.

Be careful not to use a character or a word that is unfamiliar. The slips are placed on a table face downward. The children take turns drawing the slips. Each pupil is eager to see what his slip will tell him to do. As the children's vocabulary increases and they become acquainted with new characters, make out new slips. Interest is never lost, because there is always something different to look forward to.

Book House

Across one corner of your classroom, build a "Book House". Cut pieces of wallboard to look like the front of a house, including a door, a window, the roof, and a chimney. Put real curtains at the window. The door can be hinged to open and shut. Inside the house, place several chairs, a table, and shelves of books. This will prove to be a real incentive to do additional supplementary reading.

Other Activities

1. Practice reading, with no lip movement.
2. Provide library books. Check them out 30 or 40 at a time from the City Library if no centralized library is available in the school building.
3. Allow time each day for free reading
4. Read stories to students.
5. Have students act out enjoyable stories.
6. Make poster and book jackets of stories.
7. Show films and filmstrips of stories.
8. Encourage creative writing of stories.
9. Report about your book to the class.
10. Have each child in class write a story. Put them together in a book.
11. Practice in using Table of Contents.

EXPANDING INTERESTS AND TASTES

1-6

1. Give children an opportunity to select their favorite story to be read to them. Show filmstrips on different subjects. Listen to stories on records.

2. Read various types of stories, such as fairy tales, animal stories, history stories, western stories, etc.

3. Work with newspapers. Then ask each child to make his own newspaper.

4. Have each child draw a picture of something that has happened to him that he was especially interested in. The child then tells the class the story.

5. Have each child draw his own story, tell about it, and then type this for his own little story book. The child can illustrate the book. He can then share it with the group. The teacher reads the words, it is displayed a day or two, then the child may take it home to share with his family.

6. After the children have finished a unit in their reader, have each child choose one page from his favorite story and read it aloud to the class. The class must guess from which story it comes. This is good as a review of the stories and also to improve oral reading and listening skills.

7. "Show and Tell" helps to find out about child's interests, things his family does, and helps him learn to talk in front of the class with more ease.

8. Have a surprise bag full of different objects. The child picks one out and has to try to explain, describe, etc. without looking at it. Children should learn to use their sense of feel. This can be used with other things the child comes in contact with. Such as: How does rain - look - feel - smell, etc.

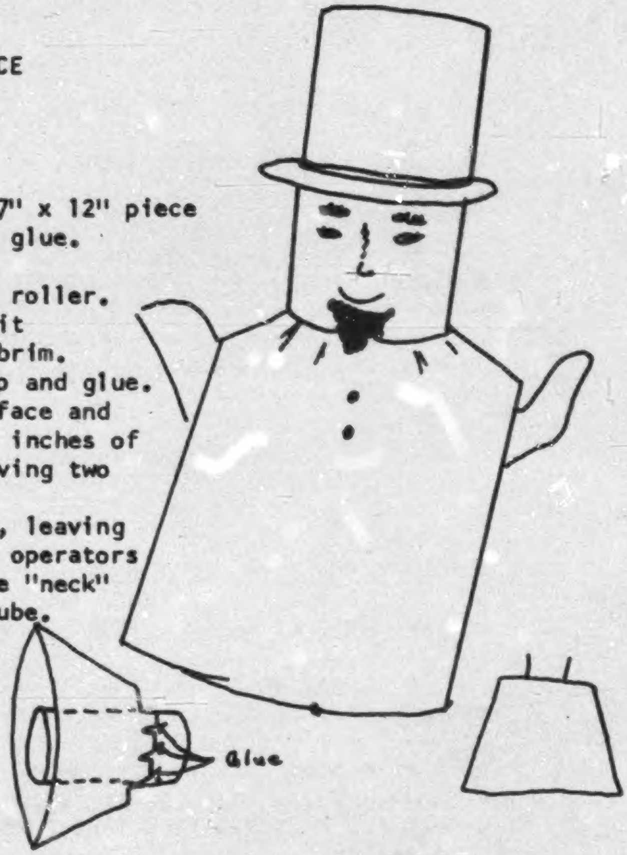
9. To motivate children to read books, and also to keep record of how many books a child reads, make a bookworm. Make one head and each child has a separate part of the body as his, with his name on it. For each book the child reads, a dot is placed upon the body of the worm that belongs to the child. The caption below the bookworm reads, "For Every Book You Read, A Dot Upon My Back You Need".

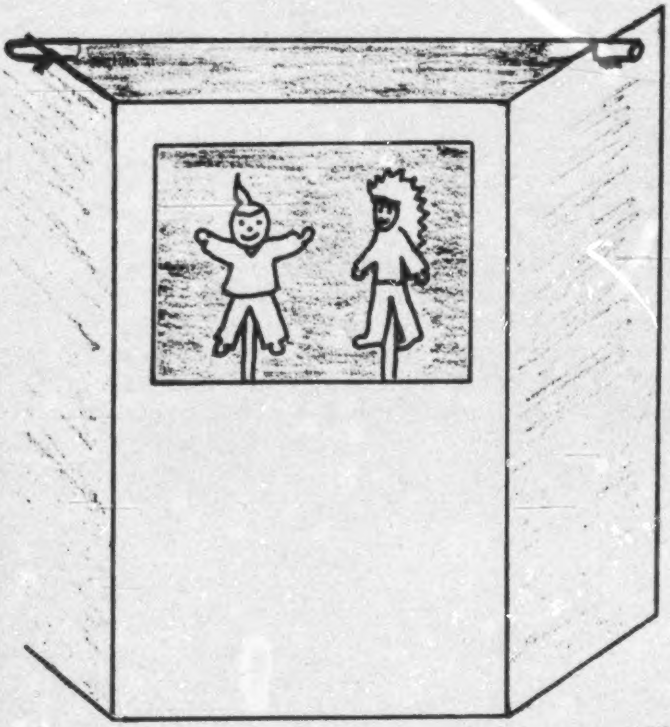
Lincoln Hand Puppet

You need a paper towel roller, 7" x 12" piece of fabric, paint, scrap of tagboard, glue.

Cut a six-inch section of towel roller. Cut a narrow circle of tagboard to fit circumference of roller to form hat brim. Slide it two inches down from the top and glue. Paint hat and brim black; paint the face and hair--altogether you should use four inches of the roller for the hat and face, leaving two inches for the body.

Sew up the sides of your fabric, leaving holes near the "shoulders" to insert operators thumb and finger. Cut a hole for the "neck" which is slightly smaller than the tube. Force on the tube and glue in place.

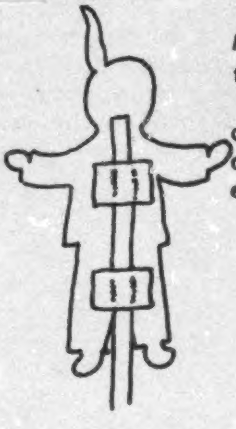




Stick Puppets

Any character from a dragon to a princess can be made as a stick puppet to use in a carton theater. Draw and color a figure at least 6" high on cardboard. Cut out and mount lengthwise on a flat stick or a cardboard strip 1" wide. Be sure 4" to 6" extends below puppet, to make a handle.

Cut one side from large carton. Make a stage opening on opposite side. Spread ends and hang cloth drop across.



Use I Want To Be Books, by Childrens' Press, Inc. These books are designed to encourage independent reading on beginner level. The concepts--broad as a child's imagination--bring pleasure to early reading experience and better understanding of the world. Although designed for the primary levels, these books can be used for slow readers at the intermediate levels.

Literature Around the World

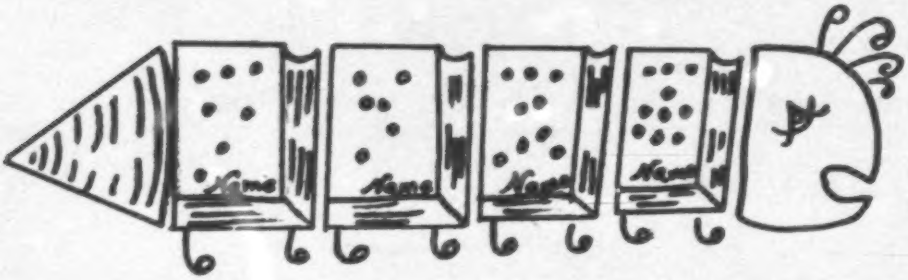
You will need an outline map and yarn, string or ribbon.

Children can familiarize themselves with the birthplaces of different authors and the geographical settings of stories they have read. Through the use of an opaque projector, project the outline of a world map on butcher paper. The butcher paper can be fastened on the wall with pins or tape. If a projector is not available, try to draw the map freehand. Enough space should be allowed around the outside border for illustrations. Once the child has read his book he should be encouraged to select characters and places to illustrate. Use string, colored yarn, or ribbon to connect the illustration with the birthplace of the author or the country in which the story takes place. Thumbtacks or straight pins may be used to tack the ends of the yarn in place.

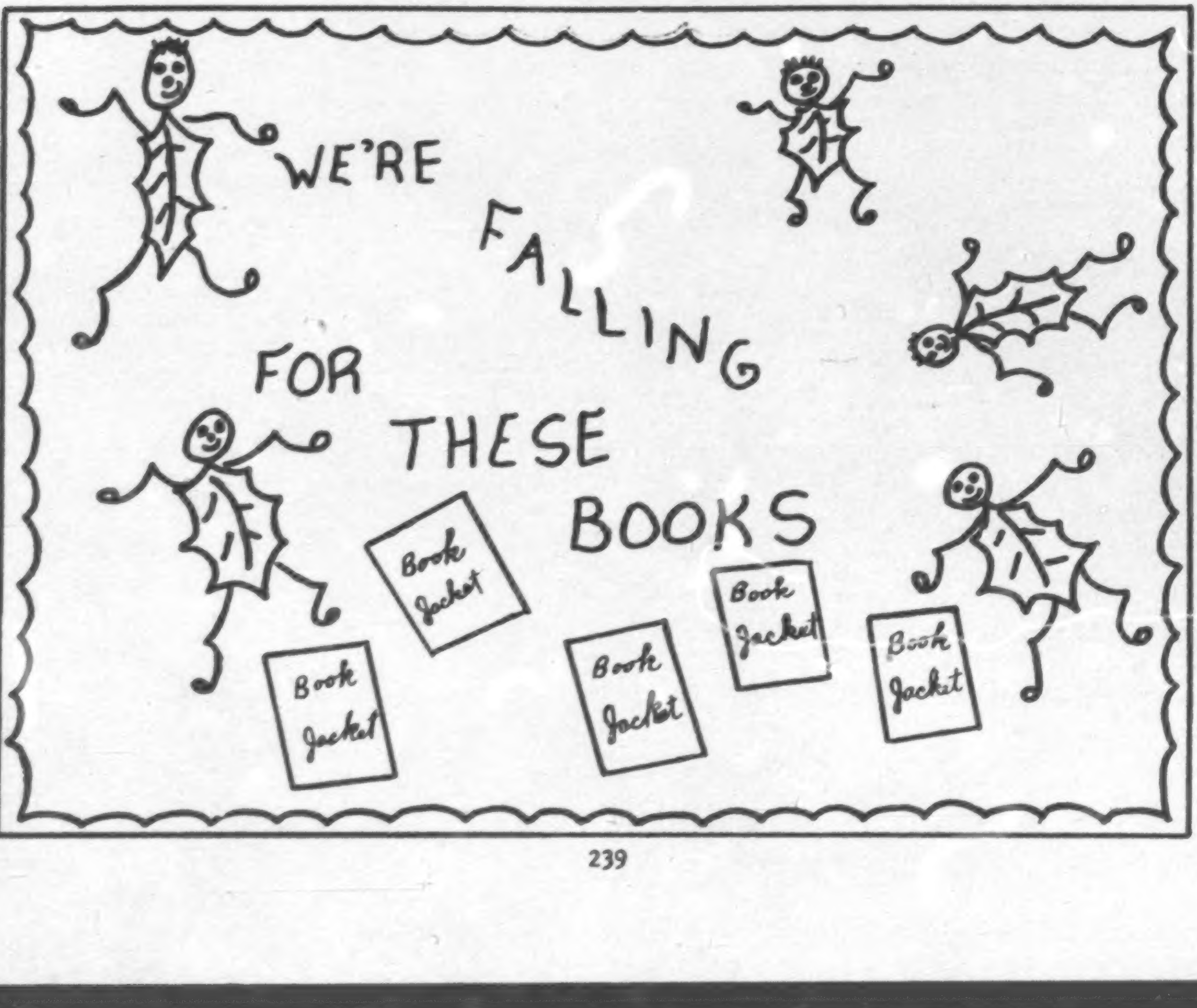
Example: Heidi--Switzerland.
Hans Brinker and the Silver Skates--Holland.
Huckleberry Finn--United States

Variation: Folk tales or stories with historical settings may be used, using an outline map of the United States. Stories of famous men such as Franklin, Audubon, Sousa, Edison, Washington, etc., make great names come alive for children and through the use of a storyland map, or geography, history and literature have a meaningful relation with each other.

Book Worm. In order to encourage more reading and to keep the number of books that each child reads, make "Our Book Worm". Each child makes a book and then they are put together to form the worm. As each book is read and reported on, a dot is put on the worm. Use chenille for his legs and antennae.


Name
Name
Name
Name

To interest children in new books, make a bulletin board using book jackets. Heads of the leaf men are made of styrofoam. Legs are pipe cleaners. Leaves are fall colors. The border is yellow The letters are green and yellow.


WE'RE
FALLING
FOR
THESE
BOOKS
Book Jacket
Book Jacket
Book Jacket
Book Jacket
Book Jacket

READING FOR ENJOYMENT AND INDEPENDENCE

A wide variety of high-interest, easy-to-read books are needed for children in the low group. They should have at least the same percentage of books at their reading level as is available to the children in other groups.

Suggested Techniques:

1. Use some device to stimulate reading, perhaps a chart where a star can be placed for each book read. Another device might be to set a goal for a specific number of books and let the children move their rocket ship to the moon, airplane to a hangar, or football to the end of the field.

2. Find out the reading interests of the children, select appropriate books from the library, and have them available at pupil-teacher conferences or featured on the classroom bookshelf. Try to get a book into the hands of each such child to read either when lessons are complete or at home.

Humphrey, Jack W., A Basic Program To Prevent Reading Problems, Houghton-Mifflin Company.

1. Take an inventory of pupils' interests. Start with selections of first interest. Make available books and stories on subjects which have been suggested by students.

2. Unit on the human body. Relate drawings of bones to the human body. Use models of the organs and body parts. Children are extremely interested in seeing what the inside of their bodies look like and how it works.

Films of working parts of animals bring a great deal of interest.

3. Reading to the class each day provides extra interest. Discuss the author and other books by him. This encourages them to read other books by the same author. Invite authors to speak to the class

Discuss current events. The reference books or newspapers may give them extra ideas of interest. Invite editor to speak to the class.

Discuss things of local interest. Bring everyone into the discussion. Then from this, have writing as an English lesson. Print a class newspaper.

4. Have students read any simple poem. Choral reading is an excellent way to develop oral reading.

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50 Ways to Make Books Popular

1. Constructing a miniature stage setting for one of the scenes in a story is a delightful experience. A box laid on its side is ideal for such a stage.
2. Writing a book review for a class, school, or town newspaper not only requires careful reading of the book, but gives a real purpose for using language arts.
3. Making a poster is a good art experience.
4. Creating a series of original illustrations for a story requires good judgment in the selection of incidents to picture.
5. Writing a movie script for a good action story is an experience that helps the pupils to arrange events in sequence.
6. Children who have read the same play or story may wish to dramatize parts of it.
7. If a travel book has been read, have the pupil give an illustrated lecture, using post cards, photographs, slides, or magazine pictures.
8. Children may make a "movie" of a book, using any familiar mechanical device.
9. Write or tell the most humorous incident, the most exciting happening, or the part liked best.
10. The child who enjoys adding new, unusual, and interesting words and expressions to his vocabulary may use them in a resume of the story.
11. A pantomime cleverly acted out makes children curious about the story. They will read the book to find out more about it.
12. Giving a synopsis of a story is an excellent way to gain experience in arranging a sequence.
13. Using information in a book he has read, a child may make a collection of things, or assemble a scrapbook, about the subject.
14. A puppet or a marionette show to illustrate a story is sure to interest all children. Hand-made or commercial puppets and marionettes may be used.
15. A historical book lends itself to the making of a colorful, pictorial time line or map.
16. Broadcast a book review to other classes over the school's sound system. Such an activity requires careful reading and correct, precise speech.
17. Preparing a book review to present to a lower-grade class is a good experience in storytelling.
18. Have an especially artistic child give a chalk talk about his favorite story.
19. Have a child make an original reference book of facts from a non-fiction book.
20. Children may write letters to the library board, requesting that certain books be purchased. This is an excellent way to arouse interest in the new purchases. It will also help to bring school and community closer together.
21. Suggest that children listen to excellent radio reviews of children's stories.
22. Writing a letter to a friend or classmate to recommend a book spreads the good news about it.

50 Ways to Make Books Popular (Cont.)

23. Dressing like a book character and describing the role played provides an experience in character interpretation.
24. Create a colorful class mural on blackboard, paper, or cloth.
25. A child's original book jacket will attract other children to the book.
26. Children will like to prepare a monologue from a book.
27. Those who have read "how to make" books may show step-by-step ways to make an object.
28. Stating real reasons for liking or disliking a book requires critical thinking.
29. Have a child give a vivid description of an interesting character in the book.
30. Have a child add his own ending to a book or make other changes when he is not satisfied.
31. Have a child read some parts orally to the class. These passages help to improve the pupils' imagery.
32. Occasionally have a story told to musical accompaniment.
33. Have children who have read the same book each write a set of questions which he thinks readers should be able to answer.
34. Have several children choose favorite authors. Each may give a brief biography and tell some of the author's books.
35. Cut a large thumbnail out of paper. Place it on the bulletin board with the title, "Thumbnail Sketches", and add drawings and sketches from several books.
36. Stretch a cord across the bulletin board between two dowel sticks. Fasten paper clothes cut from book jackets on it and call it "A Line of Good Books".
37. Make models of book characters, animals, or buildings, from clay, soap, wood, or plaster.
38. Construct a diorama, representing a scene from a story, on the sand table.
39. Dress dolls made from paper, wire, or rags, as book characters. Show them with descriptions of the people they represent.
40. Make a rebus of an incident in a book.
41. Plan a "living" book as a class project. Make a large frame and have tableaux.
42. Have the children decorate the bulletin board with pictures of people laughing, and include incidents from funny stories.
43. Compare one book with another of similar type.
44. Think up new adventures or incidents to add to a book.
45. Those interested in dramatics would like to write and produce an original play about the magic of books.
46. If possible, have the class see a movie that has been made from a book they have read.
47. Plan an attractive book fair during Book Week.
48. Children will enjoy making a miniature television set, drawing a book scene on the screen.
49. Plan a class visit to a bookstore or library to acquaint children with the new books there.
50. A poetry parade gives children an opportunity to participate in dramatic activities. Each child is costumed to represent a person in some favorite poem.

Reading Club

The President presides during the meeting. The Vice-President selects books suitable for each child to read. The secretary keeps a record of all books checked out and in. The treasurer reports the number checked in and out on club day.

During the time devoted to old business, pupils name the books which they have read since the last meeting. Sometimes oral book reviews are given. For new business, pupils ask for new books or mention a new book of which they have heard. After adjournment, the remainder of the period is devoted to reading.

Current Events Club

For outside reading such as newspapers, organize Current Events Committees. Have five committees: Advertising, Society, Entertainment, Sports, and News. Each member of each committee is required to bring a clipping pertaining to his current events committee. In the committees, they choose the one clipping they like best and the one pupil who brought that clipping gets to get up and read it. Only one clipping from each committee is chosen.

Ask students to put the news into three divisions--foreign, domestic, and local, and put the news clippings under these headings. They can keep one section of the bulletin board supplied with up-to-date news and attractive pictures. When new clippings are put up, the old ones should be taken down. These can be pasted into a large scrapbook.

EXPAND INTERESTS AND TASTES 3-6

1. Reading short stories, legends, tales, etc. to the class many times interests them in other areas.

2. Educational comic books are available from many sources.

3. Instead of having one person at a time giving book reports, divide the class in 3 or 4 groups and let them give their review to their group informally.

4. Make a special effort to find an area of interest for children who don't care to read. Look for a book that is not above their reading level.

5. Have children choose a topic to report on, or perhaps an animal of his choice. This creates the desire to read.

6. In Social Studies reading, reports, presentations, and committee work call for many skills and much research. A goal, such as presenting it before another class encourages greater effort. Students may use art, dramatization, transparencies, tapes, etc. to give reports.

Recommended Materials and Games for Kindergarten

Talking Time, 2nd Edition, Scott-Thompson, Webster Division, McGraw-Hill Book Co.

Phonics, Scott-Thompson, Webster Division, McGraw-Hill Book Co.

Reading Readiness Picture Cards, Look Set 1, Hear Set 2, by Elizabeth Thompson Beckley-Cardy.

Listening Games by Mary F. Meriwin, Arcadia Press Inc., 1144 South Main Ave., Scranton, Pennsylvania

Objects That Rhyme, #270A-1, Ideal

Rhyming Pictures, #270B-1, Ideal (For Peg Board)

Beginning Sounds (Flannel Board) Milton-Bradley, (7825)

Opposites (Flannel Board) Milton Bradley, (7824)

Kindergarten
- Modern Mathematics--Part 1, Part 2, Part 3
- Playing With Numbers--Level 1, Level 2
- Science--Living Things--Level 1, Level 2
- Science Observations--Level 1, Level 2

Reading Readiness--Kindergarten or Grade One
- Visual Readiness Skills--Level 1, Level 2
- Seeing Likenesses and Differences--Levels 1, 2, 3
- Rhyming--Level 1, Level 2
- Visual Motor Skills--Level 1, Level 2
- Visual Discrimination--Level 1, Level 2
- Beginning Sounds--Level 1, Level 2
- Independent Activities--Level 1, Level 2
- Thinking Skills--Level 1, Level 2
- --Continental Press, Inc., Elizabethtown, Pennsylvania 17022

INSTRUCTIONAL MATERIALS FOR CORRECTING DEFICIENCIES IN SIGHT VOCABULARY

1. Basic Sight Vocabulary Cards, $1.10; Garrard.
2. Durrell's Hand Tachistoscope, $1.30, World.
3. Educational Password, $2.00, Milton Bradley.
4. Five First Steps and Pop Words, $1.65, Kenworthy.
5. Flash Words (Sets I and II), $1.00 a set, Milton Bradley.
6. Grab, (Grab Jr. Sets I and II - Grab Sr. Sets III and IV - Advanced Grab Sets V and VI), $1.75, Teachers' Supplies.
7. Group Word Teaching Game, $1.59, Garrard.
8. Happy Bears Reading Game, $.60, Garrard.
9. Jumble Jingle Flip-Its Game, $3.75 for a set of three, Primary Playhouse.
10. Linguistic Block Series (First Rolling Reader--primer level, Second Rolling Reader--first-grade level, Third Rolling Reader--second grade level), $4.40 a set, Scott, Foresman.
11. Match (Sets I and II), $1.00 per set, Garrard.
12. Matchettes, $4.50 per set of ten, Judy.
13. Picture Word Builder, $.60, Milton Bradley.
14. Picture Word Lotto, $1.00, Garrard.
15. Picture Words for Beginners, $1.00, Milton Bradley.
16. Popper Words (Sets I and II), $1.00 per set, Garrard.
17. Primary Reading Cards (Beginning & Advanced), $1.25 a box, Educational Card.
18. Probe, $6.00, Parker.
19. Read-To-Read Puzzles, $3.50 per set, Ben-G-Products.
20. Tumble Words Game, $1.00, Kohner Brothers.
21. Word Rummy, $1.25, Educational Cards, Inc.

Schubert, Delwyn G., and Torgerson, Theodore, IMPROVING READING THROUGH INDIVIDUALIZED CORRECTION,

Inexpensive Pamphlets on Learning Disabilities

Following is a list of pamphlets which may be secured at little or no cost. This material deals with the identification of the perceptionally handicapped child and the methods of helping him overcome his handicap.

Clements, Sam D., Ph. D., Lehtinen, Laura E., Ph. D., Lukens, Jean E., M. S., Children With Minimal Brain Injury, National Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Ill. 60612 Price--50 cents.

Whittlesey, Wes, M.D., McAfee, Ronald O., Ph.D, Behavior Problems of the Minimally Brain-Injured Child, Reprinted from THE JOURNAL of the Oklahoma State Medical Association, July, 1967, Oklahoma State Medical Association, Price--10 cents.

NINDB Monography No. 3, Minimal Brain Dysfunction in Children, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, Price--20 cents.

Lehtinen, Laura E., Ph.D, Have You Ever Known A Perceptually Handicapped Child? The Cove Schools, Racine, Wisconsin (or Evanston, Illinois)

Learning Disabilities, Special Education Section, Oklahoma State Department of Education, Oklahoma City, Oklahoma.

The Place of Vision in Child Behavior, Visual Factors Which Affect Reading Achievement, and Vision and Reading, American Optometrical Association, Department of Public Affairs, 700 Chippewa Street, St. Louis, Missouri 63119, Free to teachers only, on request.

Identification of the Gifted--Test Service Bulletin #55, Psychological Corp., 304 East 45th Street, New York, New York 10017, Free on request, to teachers.

Dilemma of a Dyslexic Man, There Was A Child Who..., Adults Look at Children's Values, Hogg Foundation for Mental Health, Publications Division, The University of Texas, Asstin, Texas 78722. 5 copies each to teachers, free upon request.

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